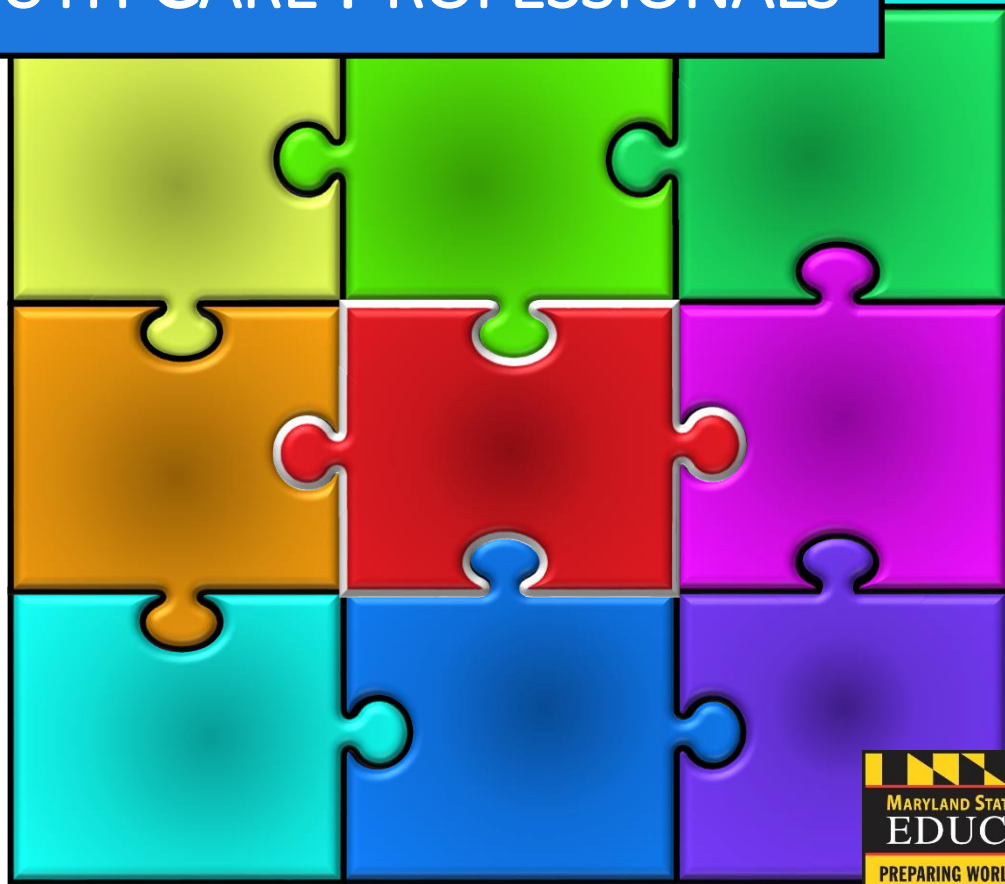


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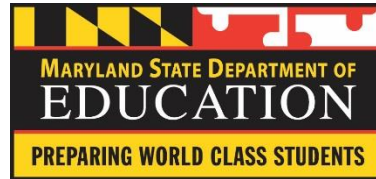
KNOWLEDGE AND COMPETENCY FRAMEWORK FOR CHILD AND YOUTH CARE PROFESSIONALS



April 2015

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MARYLAND

KNOWLEDGE AND COMPETENCY FRAMEWORK

FOR CHILD AND YOUTH CARE PROFESSIONALS

MSDE

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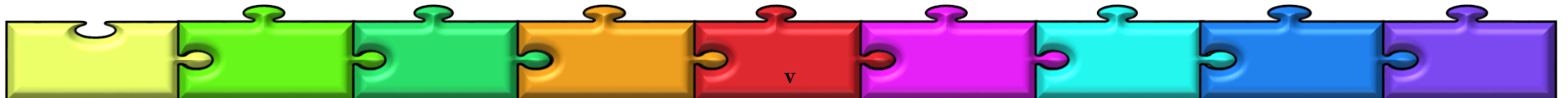
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A Message from the State Superintendent of Schools

January, 2015

Dear Colleagues:

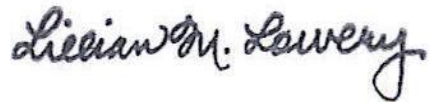
Based upon years of research and supporting evidence, experts in the field of early childhood education agree that there is a direct connection between the quality of teachers and the outcomes of children.

As part of the Race to the Top – Early Learning Challenge grant, Maryland State Department of Education has revised its workforce competency framework for child care professionals and developed a new one to update the workforce on best practices and effective early learning strategies. The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* will be the new guidance for early childhood educators, including those working in licensed child care programs and school age care.

Aligned with Maryland’s College and Career-Ready Standards as well as other national child care credentialing standards, this publication was written for professionals who work directly with children and youth, directors and program administrators, and those working with training organizations and teacher education programs. It aims to promote the development of skillful, knowledgeable educators and administrators committed to making high-quality, early care and education services available to all children, youth and their families.

Maryland is committed to the continuous enhancement of quality programs that support development and learning for all of its children.

Sincerely,



Lillian M. Lowery, Ed.D.
State Superintendent of Schools



Dr. Lillian M. Lowery



MARYLAND KNOWLEDGE AND COMPETENCY FRAMEWORK FOR CHILD AND YOUTH CARE PROFESSIONALS

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INTRODUCTION

Welcome to the 2015 edition of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals!*

Information presented in the introduction includes:

- History of the framework
- Alignment with other key resources
- Purpose, goals, guiding principles, and audience
- Domains and levels
- The Maryland Child Care Credential Program.

Following the introduction are the domains, each with their *knowledge* and *competencies*. The end material consists of the glossary, references, and helpful resources.

The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* uses the following writing conventions:

- Care and education refers to children and youth of all ages, from birth through *adolescence* (i.e., birth through grade 12).
- The phrase “*all children and youth*” refers to ALL children and youth, including:
 - Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
 - Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
 - Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.
- A triangle (▲) indicates *competencies* specifically related to school-age care (i.e., care for children ages 5 through *adolescence*).
- Italics indicate key words. These words are included in the glossary.



History

In 1992 Maryland established a fully defined workforce *knowledge* and *competency* framework for meeting minimum state child care licensing requirements. In consideration of *best practices* and professional preparation, the workforce *competencies* were revised in 2001 to reflect the establishment of a "*core of knowledge*" for the early childhood workforce and the establishment of the Maryland Child Care Credential Program (MCCCP). In 2011, Maryland received the Race to the Top: Early Learning Challenge Grant, and with this funding this current revised child care workforce *knowledge* and *competency* framework was updated to align with Maryland's College and Career-Ready Standards and other national child care credentialing standards.

Alignment with Other Resources

After careful review and to ensure consistency with state and national standards, the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* supports and aligns with the following resources:

- Maryland's College and Career-Ready Standards. These standards are the foundation of Maryland's state curriculum. Adopted in June 2010, they were implemented in schools in the 2013-2014 school year.
- The Maryland Child Care Credential Program
- Danielson Framework for Teaching with Early Learning Supports. Maryland has adopted as its vision for effective instruction the Danielson Framework for Teaching (2011), an instrument designed to evaluate teacher effectiveness
- National Association for the Education of Young Children *Standards for Early Childhood Professional Preparation Programs*.

Additionally the *Framework* aligns with:

- *The Head Start Child Development and Early Learning Framework*
- National AfterSchool Association *Core Knowledge and Competencies for Afterschool and Youth Development Professionals*
- *The Maryland Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children*
- The Council for Exceptional Children *Definition of a Well-Prepared Special Education Teacher*
- Council for Professional Recognition Child Development Associate (CDA) Credential Competency Goals and Functional Areas (2013). The CDA is the most widely recognized credential in early childhood education.



Purpose and Goals

The National Association for the Education of Young Children's *Workforce Designs* (2008) recommends educator *competencies* for all early childhood professionals regardless of role or work setting and that the policies regarding standards include language that ensures alignment integrated with licensing and certification requirements across state agencies. The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* serves several interrelated purposes. The framework:

- Provides coherent structure and content for the *professional development* of Maryland's child and youth care workforce
- Informs the course of study that child and youth care professionals follow as they pursue courses of study in higher education institutions
- Gives guidance in the definition of child care credentials and certifications, helping to enhance and stabilize the workforce
- Presents comprehensive descriptions of the skills, *knowledge*, and *competencies* that child and youth care professionals need to support learning and *professional development* across program types, ensuring that children and youth (prenatally through *adolescence*) and their families receive services targeted to their unique developmental needs
- Reflects the broad differences in racial and *cultural* heritage, language, health, and family situations that constitute the diversity of the State of Maryland
- Recognizes that *all children and youth*, including those with *special needs*, special health care needs, and/or developmental delays or disabilities, possess potential for learning
- Builds on *developmentally appropriate* teaching and *assessment* practices
- Bolsters efforts to improve family engagement
- Strengthens *professional development* and post-secondary education programs
- Supports the work of community agencies and organizations to provide appropriate and effective services to children, youth, and families.



Guiding Principles

The following principles guided the development of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*:

- **Children** – Every child is born learning and develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests, regardless of family background, *culture*, experience, *special needs*, special health care needs and/or developmental delays or disabilities.
- **Families** – Families encompass a myriad of ethnic origins, value systems, faiths, customs, languages, and compositions, all of which must be equally respected. Families are the first and most influential teachers of children.
- **Child and Youth Care Professionals** – High-quality teaching is relationship-based and guided by continuous research-driven *knowledge* and *best practices*. It is necessary for child and youth care professionals to engage in continuous, high-quality *professional development*.
- **Community** – High-quality learning experiences draw upon and enhance the trust and connections between families, child and youth care programs, and services, schools, and the community.
- **Professional Development System** – A coordinated *professional development system* provides strong, focused support for child and youth care professionals and enhances and increases the services of children and youth individually, collectively, and in the long term.
- **Ethical Behavior** – Child and youth care professionals abide by the National Association for the Education of Young Children’s *Code of Ethical Conduct and Statement of Commitment* and the National AfterSchool Association’s *Code of Ethics*.

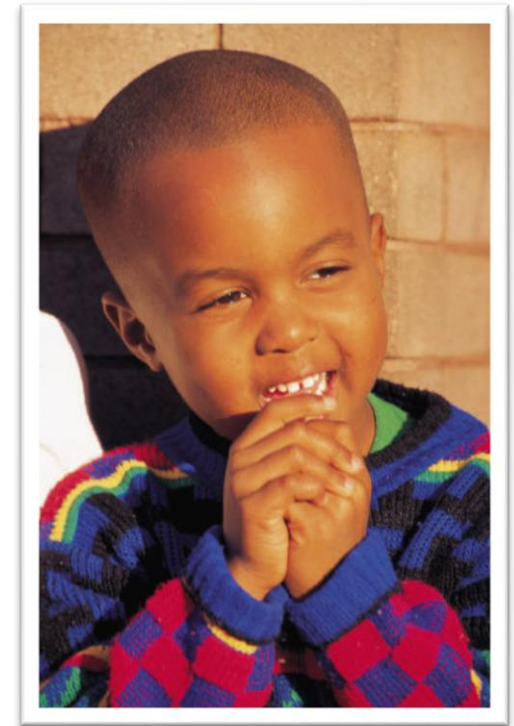


Audience

The intended audience of the *Maryland Knowledge and Competency Framework* is the Maryland Child and Youth Care Workforce, the professionals who work with or on behalf of *all children and youth* to educate, train, advocate, and facilitate their personal, social, and educational development. The Maryland Child and Youth Care Workforce includes:

- Early childhood child care professionals (serving children prenatally through age 8)
- School-age care professionals (serving children aged 5 through *adolescence*)
- Those who train, educate, and advocate for the Maryland child and youth care workforce.

Examples of the intended audience include aides, assistant teachers and teachers, registered family child care providers, program directors, curriculum specialists, *professional development* providers, higher-education faculty, and policy makers.



Domains

A domain is a specific *core of knowledge* area identified as important in child and youth care. The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* consists of nine domains:

1. Child Development
2. Curriculum & Environment
3. Observation, Screening & Other Assessments
4. Health, Safety & Nutrition
5. Effective Interactions
6. Special Needs
7. Family Engagement & Community Partnerships
8. Professionalism
9. Program Administration.

Although the domains are presented separately, they are intrinsically interrelated and interdependent, like the pieces of a jigsaw puzzle. Each domain functions in connection with all the other domains, as illustrated in Exhibit 1. At the center of the jigsaw puzzle is the piece that is the heart of child and youth care: Effective Interactions; all other domains depend on Effective Interactions. Special Needs, while covered as a separate domain for the purposes of this document, is a consideration throughout all domains at all times.

Exhibit 1. Interconnectedness of the domains of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*.



Levels

Child and youth care professionals gain proficiency and expertise as they continue their education, experience, training, and development. It is critical they continue to increase their *knowledge* and skills, so that the children and youth they care for are well prepared for school and become world class students.

The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* supports the skill development of child and youth care professionals by detailing a continuum of increasing *knowledge* and *competencies*. It provides the workforce with measurable steps while at the same time providing goals to attain. This continuum is divided into five levels:

- Novice
- Intermediate
- Competent
- Proficient
- Advanced.

The purpose of detailing levels is threefold. Levels provide a framework for:

1. Measuring current *competencies*
2. Setting goals for future *competencies*
3. Assessing strengths and weaknesses across domains and *core of knowledge* areas (e.g., one might be a novice in State of Maryland child care regulations while being proficient in child growth and development).

Exhibit 2 details the five framework levels and the *knowledge* and application of *knowledge* associated with the levels.

Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* required at all prior levels.



Exhibit 2. Levels of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*

| Characteristics | Level of the <i>Maryland Knowledge and Competency Framework for Child and Youth Care Professionals</i> | | | | |
|------------------------------------|---|--|--|---|---|
| | Novice | Intermediate | Competent | Proficient | Advanced |
| Knowledge | None to minimal | Working <i>knowledge</i> | Good working <i>knowledge</i> | Deep <i>knowledge</i> | Extensive, authoritative <i>knowledge</i> |
| Application of Competencies | <p>Implements or follows program policies, guidelines, and philosophies.</p> <p>Engages families in the growth and development of their children/youth.</p> <p>Commits to <i>all children and youth</i> and their growth and development.</p> | <p>Works independently and contributes to the facilitation of:</p> <ul style="list-style-type: none"> ○ Child development ○ Program development. <p>Engages families to fully participate in the growth and development of their children/youth.</p> <p>Knows subject content and how to teach it.</p> <p>Manages and monitors child and youth learning.</p> <p>Thinks systematically about their professional practice and learns from experience.</p> <p>Contributes as a member of a <i>learning community</i>.</p> | <p>Applies <i>competencies</i> and designs, assesses, and adapts the environment to meet the changing needs of <i>all children and youth</i>.</p> <p>Encourages and provides for family engagement, both in the program and at home.</p> <p>Advocates for <i>all children and youth</i>, families, and the child and youth care workforce.</p> | <p>Demonstrates nuanced application of <i>competencies</i>.</p> <p>Uses current research to inform practice.</p> <p>Provides leadership and training in the planning, implementing, assessing, and <i>modification</i> of the program.</p> <p>Conducts research to advance <i>best practices</i> for the local community.</p> <p>Encourages and engages families to fully participate in the growth and development of their children.</p> <p>Advocates for <i>all children, youth</i>, families, and the child and youth care workforce.</p> | <p>Conducts research to advance <i>evidence-based best practices</i> for the field of child and youth care and education.</p> <p>Conducts research and applies it to care settings.</p> <p>Conducts research on family engagement.</p> <p>Addresses topics affecting children, youth, and their families.</p> <p>Advocates for children, youth, families, and the child and youth care workforce.</p> |



Maryland Child Care Credential Program

The levels of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* allow for *evaluation* of the *knowledge*, skills, behaviors, and abilities of child and youth care professionals. The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* supports and complements the Maryland Child Care Credential Program.

The Maryland Child Care Credential is a voluntary program that recognizes child and youth care professionals for exceeding the requirements of State of Maryland licensing and registration regulations. Two Credential types are available: Staff (with seven levels) and Administrator (with four levels). Each credential level recognizes a professional's achievement of:

- Education/training
- Experience working with children
- Professional activity units (awarded by the Program for participation in professional activities).

An individual's Maryland Child Care Credential level is determined based upon his or her unique education, experiences, *professional development*, and professional achievements. Incentives are available at Staff Level Two and higher and Administrator Level One and higher, including achievement bonuses and training vouchers.

All Maryland regulated family child care providers and child care center staff who work directly with children on a daily basis are eligible and encouraged to obtain their Maryland Child Care Credential.

The four major goals of the credential program are:

- A well-qualified workforce
- Improved status and increased compensation for child care providers
- Recognition of for-credit and non-credit career preparation
- Provision of a structure for professional growth through professional *competencies*, linking the Credential Program with the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*, which specifically details those *competencies*.

Exhibit 3 compares and contrasts the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* and the Maryland Child Care Credential.



Exhibit 3. Comparison of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* and the Maryland Child Care Credential

| | <i>Maryland Knowledge and Competency Framework for Child and Youth Care Professionals</i> | Maryland Child Care Credential |
|--------------------|--|---|
| Description | A document detailing the <i>knowledge, competencies</i> , behaviors, skills, and abilities required by Maryland’s child and youth care workers | A specific qualification that shows you are prepared at a specific level for providing child and youth care |
| Purpose | Improve the Maryland child and youth care workforce | <ul style="list-style-type: none"> • Improve the Maryland child and youth care workforce • Provide recognition and incentives |
| Audience | <ul style="list-style-type: none"> • Early Childhood child care professionals (serving children prenatally through age 8) • School-age care professionals (serving children aged 5 through <i>adolescence</i>) • Those who train, educate, and advocate for the Maryland Child Care Workforce | <ul style="list-style-type: none"> • Registered family child care providers • Operators, directors, or staff members (senior staff, group leader, assistant group leader or aide) in a licensed child care center |
| Use | <i>Evaluation</i> of and planning of professional growth and development | Recognizes child care providers who participate in training and professional activity units while continuing to work in child care |



| | <i>Maryland Knowledge and Competency Framework for Child and Youth Care Professionals</i> | Maryland Child Care Credential |
|-------|--|--|
| Goals | <p>The main goals of the framework are:</p> <ul style="list-style-type: none"> • Provide coherent structure and content for the <i>professional development</i> of Maryland’s child and youth care workforce • Inform the course of study that child and youth care professionals follow as they pursue courses of study in higher education institutions • Give guidance in the definition of child care credentials and certifications, helping to enhance and stabilize the workforce • Present comprehensive descriptions of the skills, <i>knowledge</i>, and <i>competencies</i> that child and youth care professionals need to support learning and <i>professional development</i> across program types • Ensure that children and youth and their families receive services targeted to their unique developmental needs • Reflect the broad differences in racial and <i>cultural</i> heritage, language, health, and family situations that constitute the diversity of the State of Maryland • Recognize that <i>all children and youth</i> possess potential for learning • Build on <i>developmentally appropriate</i> teaching and <i>assessment</i> practices • Bolster efforts to improve family involvement • Strengthen <i>professional development</i> and post-secondary education programs • Support the work of community agencies and organizations to provide appropriate and effective services to children, youth, and families | <p>The four major goals of the credential program are:</p> <ul style="list-style-type: none"> • A well-qualified workforce • Improved status and increased compensation for child care providers • Recognition of for-credit and non-credit career preparation • Provision of a structure for professional growth through professional <i>competencies</i> |



| | <i>Maryland Knowledge and Competency Framework for Child and Youth Care Professionals</i> | Maryland Child Care Credential |
|-------------------------|---|---|
| Levels | Novice, Intermediate, Competent, Proficient, and Advanced | Staff: 1, 2, 3, 4, 4+, 5, and 6 Administrator: 1, 2, 3, and 4 |
| Basis for Levels | <i>Knowledge</i> , skills, abilities, and behaviors | Education, training, experience, professional activity units, and clock hours of training |

Comparisons can be made between the levels of the framework and the Child Care Credential. For example, the framework Novice level, referring to one with no to minimal *knowledge*, may be compared to Credential Staff Level 1, one without experience or professional activity units. Another example is the framework Proficient level, one who “provides leadership and training in the planning, implementing, assessing, and modification of the program,” which might be compared to the Credential Administrator Level 3 or 4.

Learn more about the Maryland Child Care Credential Program at http://www.msde.maryland.gov/MSDE/divisions/child_care/credentials.



Tables

The *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* presents the domains, *core of knowledge*, and *competencies* in table form. The header of each table identifies the domain (i.e., the specific *core of knowledge* area identified as important in child and youth care). The nine domains are:

1. Child Development
2. Curriculum & Environment
3. Observation, Screening & Other Assessments
4. Health, Safety & Nutrition
5. Effective Interactions
6. Special Needs
7. Family Engagement & Community Partnerships
8. Professionalism
9. Program Administration.

The first column of the table identifies the *core knowledge*, a topic within the domain. For example, the domain of Professionalism contains Professional Behavior, *Professional Development*, Leadership, and Commitment to *High-Quality Child and Youth Care* as the *core knowledge*. Some *core of knowledge* areas are divided into subtopics.

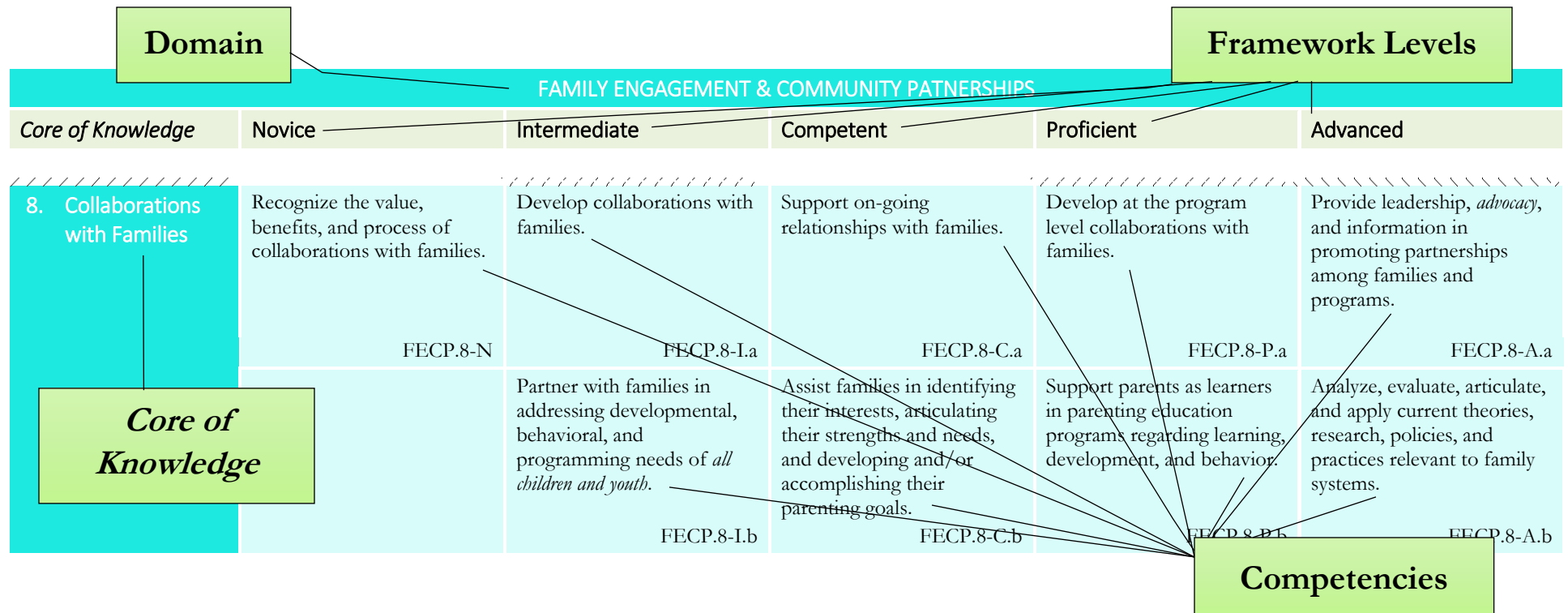
The five lighter-colored columns of each table present the *competencies*. A *competency* is a description of the specific skills, *knowledge*, and behaviors necessary within each *core of knowledge* topic (i.e., how the *core knowledge* is demonstrated).

The *competencies* are identified across the five levels of the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*: Novice, Intermediate, Competent, Proficient, and Advanced.

Exhibit 4 illustrates how the domains, levels, *core knowledge*, and *competencies* are presented in table form.



Exhibit 4. Maryland Knowledge and Competency Framework for Child and Youth Care Professionals Presentation of Domains, Core of Knowledge, and Competencies



Domain: A domain is a specific *knowledge* topic identified as important in child and youth care and education. There are nine domains: (1) Child Development; (2) Curriculum & Environment; (3) Observation, Screening & Assessment; (4) Health, Safety & Nutrition; (5) Effective Interactions; (6) Special Needs; (7) Family Engagement & Community Partnerships; (8) Professionalism; and (9) Program Administration.

Framework Level: A continuum of *knowledge*, skills, and abilities, divided into five segments: Novice, Intermediate, Competent, Proficient, and Advanced.

Core of Knowledge: *Core knowledge* is a specific subtopic within a domain. There are multiple categories of *core knowledge* within each domain. Some subtopics are further separated into subdivisions.

Competency: A competency is a description of the skills, *knowledge* and behaviors necessary within each area of *core knowledge*. The competencies are detailed across the five framework levels.



Each light-colored cell within a table is an individual *competency* and has a unique identifier in the lower right corner (e.g., “FECP.8-C.a”). The identifier provides easy reference (e.g., “FECP.8-C.a” instead of “Domain: Family Engagement & Community Partnerships; eighth *core of knowledge* area: Collaborations with Families; Level: Competent; and first *competency*”). The first letter(s) of the identifier refer to the domain. The number refers to the *core of knowledge* area. The letter after the dash refers to the framework level. Finally, there may or may not be a lower case letter following the framework level. If there is no lower case letter, there is only one *competency* for that level of *core knowledge*. If a lower case letter is at the end, it refers to the first, second, etc. *competency* within the *core of knowledge* area for that framework level. See Exhibit 5.

Exhibit 5. *Competency identifiers in the Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*

| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|--|---|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 8. Collaborations with Families | Recognize the value, benefits, and process of collaborations with families. | Develop collaborations with families. | Support on-going relationships with families. | Develop at the program level collaborations with families. | Provide leadership, <i>advocacy</i> , and information in promoting partnerships among families and programs. |
| | FECP.8-N | FECP.8-I.a | FECP.8-C.a | FECP.8-P.a | FECP.8-A.a |
| | | Partner with families in addressing developmental, behavioral, and | Assist families in identifying their interests, articulating their strengths and needs, and developing and/or | Support parents as learners in parent program develop | Analyze, evaluate, articulate, ries, mily |
| | | | | | FECP.8-A.b |

Domain

Abbreviations

CD Child Development

CE Curriculum & Environment

EI Effective Interactions

FECP Family Engagement & Community Partnerships

HSN Health, Safety & Nutrition

OSA Observation, Screening & Other Assessments

P Professionalism

PA Program Administration

SN Special Needs

Core of Knowledge

Within a domain, each *core of knowledge* area has a unique number. The numbers do not imply a ranking of importance of *core knowledge*. They simply provide easy reference.

Framework Level

Abbreviations

N Novice

I Intermediate

C Competent

P Proficient

A Advanced

Competency

Abbreviations

No lower case letter - Only one competency for this *core knowledge* at this framework level

a First competency

b Second competency

c Third competency

d Fourth competency

The letters do not imply a ranking of importance of competencies. They simply provide easy reference.



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CHILD DEVELOPMENT

Maryland’s child and youth care professionals working with children birth through *adolescence*¹ should:

- Know and understand infant, toddler, preschool, and school-age children and youth’s development, abilities, and needs
- Understand the multiple influences on development and learning.

(Adapted from *NAEYC Standards for Early Childhood Professional Preparation Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding child development. Maryland defines core *knowledge* of child development as knowing and implementing the following key topics:

- Child growth and development theories, methods of research and their implications on child and youth care and education
- Stages and domains of development
- Familial, *cultural*, and environmental influences on development
- Facilitation of development through environment, relationships, and *play*
- Typical and atypical development.

Competencies

The *knowledge* of child development is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domain, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “CD.1-C.a” instead of “Domain: Child Development; first *Core of Knowledge* area: Theory; Level: Competent; first *competency*”).²

¹ Italicized terms are defined in the glossary.

² Competencies marked by a triangle (▲) refer to school-age care.



The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Child Development *competencies* are grouped into *core of knowledge* areas:

1. Theory
2. Development
 - A. Stages of Development
 - B. Individual Differences in Development
 - C. Brain Development
 - D. *Executive Functions & Self-regulation*
3. Developmental Domains
 - A. Foundation
 - B. Interconnectedness of Domains
4. Influences on Development
 - A. Foundation
 - B. Family
 - C. *Culture*
 - D. Stress & Trauma
5. Facilitation of Development
 - A. Foundation
 - B. Environment
 - C. Relationships
 - D. *Play and Play-based Learning*
6. Typical & Atypical Development
 - A. Foundation
 - B. Risk Factors
 - C. Regulations



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|--|--|---|
| 1. Theory | Recognize theory and theorist in relation to child development. CD.1-N | Identify theory and theorist in relation to child development. CD.1-I | Understand major theories of child development. CD.1-C.a | Demonstrate a <i>knowledge</i> of and stay current with research, theory, and practices in child development. CD.1-P | Articulate, analyze, evaluate, and apply theory and theorist in relation to child development. CD.1-A |
| | | | ▲ Explain current theories and ongoing research related to child development ages 5- <i>adolescence</i> . CD.1-C.b | | |
| 2. Development A. Stages of Development | Pursue an understanding of the stages and milestones of child development, prenatal through <i>adolescence</i> . CD.2.A-N | Identify the stages and milestones of child development, prenatal through <i>adolescence</i> . CD.2.A-I | Demonstrate an understanding of the stages and milestones of development, prenatal through <i>adolescence</i> , and how they relate to learning. CD.2.A-C.a | Design and evaluate systems and strategies to assist child and youth care professionals increase their understanding of development. CD.2.A-P | Articulate, analyze, evaluate, and apply theories and research on child development and learning. CD.2.A-A |
| | | | ▲ Integrate information on child growth and development and apply it to group settings. CD.2.A.C.b | | |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|--|--|--|
| 2. Development B. Individual Differences in Development | Recognize that each child/youth has a distinctive personality, behavior style, and temperament. CD.2.B-N.a | Identify the impact that distinctive personalities, behavior styles, and temperaments have on child development, prenatal through <i>adolescence</i> . CD.2.B-I.a | Demonstrate an understanding of the impact that distinctive personalities, behavior styles, and temperaments have on development. CD.2.B-C.a | Develop strategies and experiences to assist professionals increase their understanding of the impact that distinctive personalities, behavior styles, and temperaments have on development. CD.2.B-P.a | Articulate, analyze, and evaluate the influence of personalities, behavior styles, and temperaments on individual child growth and development. CD.2.B-A.a |
| | Recognize differences in personality, behavior style, and temperament in school-age children and youth and the ways those differences impact their needs and participation in the program. CD.2.B-N.b | Use teaching methods and practices that support each child or youth’s distinctive personality, behavior style, and temperament. CD.2.B-I.b | Create learning experiences based on an understanding of the impact that distinctive personalities, behavior styles, and temperaments have on development. CD.2.B-C.b | Design, evaluate and modify programs that are <i>responsive</i> to differences in personalities, behavior styles, and temperaments. CD.2.B-P.b | Promote <i>evidence-based best practices</i> that support personalities, behavior styles, and temperaments on individual child growth and development. CD.2.B-A.b |
| C. Brain Development | Recognize the stages of brain development, prenatal through <i>adolescence</i> . CD.2.C-N | Identify the stages of brain development, prenatal through <i>adolescence</i> . CD.2.C-I.a | Demonstrate an understanding of the stages of brain development, prenatal through <i>adolescence</i> . CD.2.C-C.a | Develop strategies and experiences to assist professionals increase their understanding of stages of brain development, prenatal through <i>adolescence</i> . CD.2.C-P.a | Articulate, analyze, evaluate, apply theories, and research the stages of brain development, prenatal through <i>adolescence</i> . CD.2.C-A.a |
| | | Use teaching methods and practices that support the brain development of <i>all children and youth</i> . CD.2.C-I.b | Develop and plan holistic learning experiences that support the brain development of <i>all children and youth</i> . CD.2.C-C.b | Analyze, evaluate, and modify programs to assist professionals increase their understanding of the brain development of <i>all children and youth</i> . CD.2.C-P.b | Promote <i>evidence-based best practices</i> that support the brain development of <i>all children and youth</i> . CD.2.C-A.b |



CHILD DEVELOPMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|---|---|---|---|
| 2. Development D. Executive Functions & Self-regulation | Recognize the dimensions of <i>executive functions</i> and <i>self-regulation</i> in <i>all children and youth</i> including: <ul style="list-style-type: none"> Focus Cognitive flexibility Working memory Inhibitory control. CD.2.D-N | Identify the skills required for <i>executive functions</i> and <i>self-regulation</i> in <i>all children and youth</i> . CD.2.D-I.a | Demonstrate an understanding of <i>executive function</i> and <i>self-regulation</i> skills. CD.2.D-C.a | Develop strategies and experiences to assist professionals increase their understanding of <i>executive functions</i> and <i>self-regulation</i> in <i>all children and youth</i> . CD.2.D-P.a | Articulate, analyze, evaluate, and apply theories and research on <i>executive functioning</i> and <i>self-regulation</i> . CD.2.D-A.a |
| | | Use teaching methods and practices that support the development of <i>executive function</i> and <i>self-regulation</i> skills. CD.2.D-I.b | Develop and plan holistic learning experiences that assist in the development of <i>executive function</i> and <i>self-regulation</i> skills. CD.2.D-C.b | Analyze, evaluate, and modify programs to assist professionals increase their understanding of <i>executive functions</i> and <i>self-regulation</i> in children and youth. CD.2.D-P.b | Promote <i>evidence-based best practices</i> that support the development of <i>executive function</i> and <i>self-regulation</i> skills. CD.2.D-A.b |
| 3. Developmental Domains A. Foundation | Recognize the developmental domains, including: <ul style="list-style-type: none"> Social Emotional Cognitive (including language) Physical (gross and fine motor). CD.3.A-N | Identify the stages and milestones of development across all domains. CD.3.A-I | Demonstrate an understanding of the stages and milestones of development across all domains. CD.3.A-C | Develop strategies and experiences to assist professionals increase their understanding of the stages and milestones of development across all domains. CD.3.A-P | Articulate, analyze, evaluate, and apply theories to assist professionals increase their understanding of the developmental domains. CD.3.A-A |
| | B. Interconnect- edness of Domains | Recognize that developmental domains are interconnected. CD.3.B-N | Demonstrate an understanding of how developmental domains are interconnected and develop simultaneously. CD.3.B-I | Develop and plan holistic learning experiences that assist development in multiple domains simultaneously. CD.3.B-C | Design and evaluate systems and strategies to support development in multiple domains simultaneously. CD.3.B-P |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|---|--|--|
| 4. Influences on Development A. Foundation | Recognize that there are multiple influences including: <ul style="list-style-type: none"> ▪ Families ▪ <i>Culture</i> and cultural practices, and ▪ Stress and traumatic events that interact with biological and maturational factors to influence child and youth development. | Understand that families, <i>culture</i> , stress, and trauma interact with biological and maturational factors to influence development. | Implement practices with children that reflect <i>knowledge</i> of current theories and research on environmental, biological, and maturational factors and their relationship to growth, risks, and delays in child and youth development. | Develop strategies and experiences to assist professionals increase their understanding of current theories and research on environmental and biological factors and their relationship to growth, risks, and delays in child and youth development. | Articulate, analyze, and evaluate theories of environmental and biological factors on the development of <i>all children and youth</i> . |
| | CD.4.A-N | CD.4.A-I | CD.4.A-C | CD.4.A-P | CD.4.A-A |
| B. Family | Recognize the family as the first and most influential component of a child’s development. | Identify the importance of families serving as the first and most influential component of a child’s development. | Demonstrate an understanding of how families serve as the first and most influential component of a child’s development. | Develop strategies and experiences to assist professionals increase their understanding of families as the first and most influential component of a child’s development. | Articulate, analyze, evaluate, and apply strategies to support families in their role as the primary influence on their child’s development. |
| | CD.4.B-N | CD.4.B-I.a | CD.4.B-C.a | CD.4.B-P.a | CD.4.B-A.a |
| | | Understand the importance of a child care environment where families’ contributions are valued as equally important as child care experiences. | Work in partnership with families to assist them as the first and most influential component of their child’s development. | Analyze, evaluate, and modify programs to ensure that families are supported in their role as the primary influence on their child’s development. | Promote <i>evidence-based best practices</i> that support families in their role as the primary influence on their child’s development. |
| | | CD.4.B-I.b | CD.4.B-C.b | CD.4.B-P.b | CD.4.B-A.b |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|---|---|--|---|
| 4. Influences on Development C. Culture | Recognize the importance of <i>cultural</i> influences on development and that <i>cultural</i> practices vary from family to family. CD.4.C-N | Identify the importance of <i>cultural</i> influences on development. CD.4.C-I.a | Demonstrate an understanding of <i>cultural</i> influences on child growth and development. CD.4.C-C.a | Develop strategies and experiences to assist professionals increase their understanding of <i>cultural</i> influences on development. CD.4.C-P.a | Articulate, analyze, evaluate, and apply strategies to support the linguistic and <i>cultural diversity</i> of families CD.4.C-A.a |
| | | Use teaching methods and practices that respect <i>cultural diversity</i> . CD.4.C-I.b | Develop and plan holistic learning experiences that are <i>responsive</i> to the linguistic and <i>cultural diversity</i> of families. CD.4.C-C.b | Analyze, evaluate, and modify programs to ensure that they are <i>responsive</i> to the linguistic and <i>cultural diversity</i> of families. CD.4.C-P.b | Promote <i>evidence-based best practices</i> that support the linguistic and <i>cultural diversity</i> of families. CD.4.C-A.b |
| D. Stress & Trauma | Recognize that stressful environmental situations and trauma influence behavior and affect development. CD.4.D-N | Identify the impact that stressful environmental situations and trauma have on behavior and development. CD.4.D-I.a | Demonstrate an understanding of the impact of stressful environmental situations and trauma have on behavior and development. CD.4.D-C.a | Develop strategies and experiences to assist professionals increase their understanding of the impact of stressful environmental situations and trauma have on behavior and development. CD.4.D-P.a | Articulate, analyze, evaluate, and apply strategies to support children and families experiencing stressful environmental situations and trauma. CD.4.D-A.a |
| | | Use teaching methods and practices that support children, youth, and families experiencing stressful environmental situations and trauma. CD.4.D-I.b | Develop and plan holistic learning experiences that are supportive of children, youth, and families experiencing stressful environmental situations and trauma. CD.4.D-C.b | Analyze, evaluate, and modify programs to ensure that they are supportive of children, youth, and families experiencing stressful environmental situations and trauma. CD.4.D-P.b | Promote <i>evidence-based best practices</i> that are supportive of children, youth, and families experiencing stressful environmental situations and trauma. CD.4.D-A.b |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|--|---|--|---|
| <p>4. Influences on Development</p> <p>D. Stress & Trauma, continued</p> | | <p>Identify <i>community resources</i> for children, youth, and families experiencing stressful environmental situations and trauma.</p> <p style="text-align: right;">CD.4.D-I.c</p> | <p>Provide <i>community resources</i> and referrals for children, youth, and families experiencing stressful environmental situations and trauma.</p> <p style="text-align: right;">CD.4.D-C.c</p> | | <p>Promote the development and maintenance of <i>community resources</i> for children, youth, and families experiencing stressful environmental situations and trauma.</p> <p style="text-align: right;">CD.4.D-A.c</p> |
| <p>5. Facilitation of Development</p> <p>A. Foundation</p> | <p>Recognize the important facilitators of children and youth’s healthy growth and development including:</p> <ul style="list-style-type: none"> ▪ Environments that are: <ul style="list-style-type: none"> ○ Safe and secure ○ <i>Responsive</i> to each child’s distinctive personality, behavior style, and temperament ○ Support all developmental domains ○ Support the familial, <i>cultural</i>, and environmental situations of children and youth. ▪ Relationships that are positive, caring, safe, secure, and <i>responsive</i>. ▪ <i>Play</i> and <i>play</i>-based learning. <p style="text-align: right;">CD.5.A-N</p> | <p>Identify the impact that important facilitators (environments, relationships, and <i>play</i>-based learning) have on the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-I.a</p> | <p>Demonstrate an understanding of the impact that important facilitators (environments, relationships, and <i>play</i>-based learning) have on the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-C.a</p> | <p>Develop strategies and experiences to assist professionals increase their understanding of the impact that important facilitators (environments, relationships, and <i>play</i>-based learning) have on the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-P.a</p> | <p>Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of the impact that important facilitators (environments, relationships, and <i>play</i>-based learning) have on the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-A.a</p> |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|--|---|--|
| <p>5. Facilitation of Development</p> <p>A. Foundation, continued</p> | | <p>Use teaching methods and practices that use important facilitators to support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-I.b</p> | <p>Develop and plan holistic learning experiences that use important facilitators to support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-C.b</p> | <p>Analyze, evaluate, and modify programs to ensure that important facilitators are used to support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-P.b</p> | <p>Promote <i>evidence-based best practices</i> that appropriately facilitate the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.A-A.b</p> |
| <p>B. Environment</p> | <p>Recognize the important characteristics of environments that are:</p> <ul style="list-style-type: none"> ▪ Safe and secure ▪ <i>Responsive</i> to each child’s distinctive personality, behavior style, and temperament ▪ Support all developmental domains ▪ Support the familial, <i>cultural</i>, and environmental situations of children and youth. <p style="text-align: right;">CD.5.B-N</p> | <p>Identify the important characteristics of environments that support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.B-I</p> | <p>Demonstrate an understanding of the important characteristics of environments that support the healthy growth and development <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.B-C</p> | <p>Develop strategies and experiences to assist staff and families increase their understanding of important characteristics of environments that support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.B-P</p> | <p>Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of environments that support the healthy growth and development of <i>all children and youth</i>.</p> <p style="text-align: right;">CD.5.B-A</p> |



| CHILD DEVELOPMENT | | | | | |
|--|--|--|---|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. Facilitation of Development C. Relationships | Recognize the importance of positive, caring, safe, secure, and <i>responsive</i> relationships with each child/youth to facilitate optimal development. | Identify the important characteristics of positive, caring, safe, secure, and <i>responsive</i> relationships with each child/youth to facilitate optimal development. | Demonstrate an understanding of the important characteristics of positive, caring, safe, secure, and <i>responsive</i> relationships with each child/youth to facilitate optimal development. | Develop strategies and experiences to assist staff and families increase their understanding of the important characteristics of positive, caring, safe, secure, and <i>responsive</i> relationships with each child/youth to facilitate optimal development. | Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of the important characteristics of positive, caring, safe, secure, and <i>responsive</i> relationships with each child/youth to facilitate optimal development. |
| | CD.5.C-N | CD.5.C-I | CD.5.C-C | CD.5.C-P | CD.5.C-A |
| D. Play and Play-based Learning | Recognize the importance of <i>play</i> and <i>play</i> -based learning experiences for <i>all children and youth</i> to facilitate optimal development. | Identify the important characteristics of <i>play</i> and <i>play</i> -based learning experiences for <i>all children and youth</i> to facilitate optimal development. | Demonstrate an understanding of the important characteristics of <i>play</i> and <i>play</i> -based learning experiences for <i>all children and youth</i> to facilitate optimal development. | Develop strategies and experiences to assist professionals and families increase their understanding of <i>play</i> and <i>play</i> -based learning experiences for <i>all children and youth</i> to facilitate optimal development. | Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of the important characteristics of <i>play</i> and <i>play</i> -based learning experiences for <i>all children and youth</i> to facilitate optimal development. |
| | CD.5.D-N.a | CD.5.D-I.a | CD.5.D-C.a | CD.5.D-P.a | CD.5.D-A.a |
| | Recognize that <i>all children and youth</i> learn best through <i>play</i> and <i>play</i> -based learning experiences. | Understand the importance of <i>play</i> and <i>play</i> -based learning versus adult-directed activity. | Design <i>play</i> -based activities, experiences and environments that promote positive interactions and relationships. | Critically examine and communicate to others current <i>evidence-based</i> research regarding the impact of experience, interactions, relationships, and <i>play</i> to the facilitation of optimal development. | Advocate for quality standards and licensing regulations that ensure environments provide high quality and <i>developmentally appropriate practices</i> to facilitate early learning and develop stimulating, engaging learning experiences including <i>play</i> . |
| | CD.5.D-N.b | CD.5.D-I.b | CD.5.D-C.b | CD.5.D-P.b | CD.5.D-A.b |



CHILD DEVELOPMENT

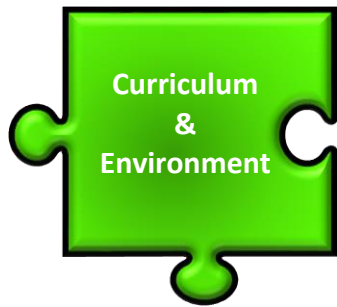
| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|---|---|--|--|--|---|
| 5. Facilitation of Development D. Play and Play-based Learning, continued | | Use <i>play</i> and <i>play</i> -based learning experiences to support the healthy growth and development of <i>all children and youth</i> . CD.5.D-I.c | Develop and plan <i>play</i> and <i>play</i> -based learning activities and experiences for <i>all children and youth</i> to facilitate optimal development. CD.5.D-C.c | Analyze, evaluate, and modify programs to ensure that <i>play</i> and <i>play</i> -based learning activities and experiences are used to support the healthy growth and development of <i>all children and youth</i> . CD.5.D-P.c | Promote <i>evidence-based best practices</i> that appropriately facilitate the healthy growth and development of <i>all children and youth</i> . CD.5.D-A.c |
| 6. Typical & Atypical Development (See also Domain: Special Needs.) A. Foundation | Recognize that each child/youth develops differently and at his or her own pace in both typical and atypical (both advanced and delayed) development. CD.6.A-N | Understand that all individual development is on a continuum and that developmental variations occur in both typical and atypical development. CD.6.A-I.a | Demonstrate an understanding of the continuum of the developmental variations that occur in both typical and atypical development. CD.6.A-C.a | Develop strategies and experiences to assist staff and families increase their understanding of the developmental variations that occur in both typical and atypical development. CD.6.A-P.a | Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of the developmental variations that occur in both typical and atypical development. CD.6.A-A.a |
| | | Use teaching methods and practices that support the developmental variations that occur in both typical and atypical development. CD.6.A-I.b | Develop and plan holistic learning experiences that support the developmental variations that occur in both typical and atypical development. CD.6.A-C.b | Analyze, evaluate, and modify programs to ensure that it supports the developmental variations that occur in both typical and atypical development. CD.6.A-P.b | Promote <i>evidence-based best practices</i> that support the developmental variations that occur in both typical and atypical development. CD.6.A-A.b |
| | | | | Develop strategies and experiences to assist professionals and families understand the importance of recognizing and respecting both typical and atypical development. CD.6.A-P.c | |



CHILD DEVELOPMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|--|--|--|
| 6. Typical & Atypical Development B. Risk Factors | Recognize environmental and genetic factors that increase the likelihood of atypical development (i.e., disabilities and/or developmental delays). CD.6.B-N | Identify environmental and genetic factors that may increase the likelihood of atypical development (i.e., disabilities and/or developmental delays). CD.6.B-I | Demonstrate an understanding of the environmental and genetic factors that may increase the likelihood of atypical development (i.e., disabilities and/or developmental delays). CD.6.B-C | Develop strategies and experiences to assist staff and families increase their understanding of the environmental and genetic factors that may increase the likelihood of atypical development (i.e., disabilities and/or developmental delays). CD.6.B-P | Articulate, analyze, evaluate, and apply strategies to assist professionals increase their understanding of the environmental and genetic factors that increase the likelihood of atypical development (i.e., disabilities and/or developmental delays). CD.6.B-A |
| C. Regulations | Recognize that programs must comply with state and federal regulations. CD.6.C-N | Use teaching methods and practices that demonstrate understanding of state and federal regulations and that support the appropriate care for <i>all children and youth</i> based on age and developmental needs. CD.6.C-I | Develop and plan environments that comply with all state and federal regulations and that support the appropriate care for <i>all children and youth</i> based on age and developmental needs. CD.6.C-C | Analyze, evaluate, and modify programs to ensure that the environment/program complies with all state and federal regulations that support the appropriate care for <i>all children and youth</i> based on age and developmental needs. CD.6.C-P | Promote <i>evidence-based best practices</i> that support the development of children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CD.6.C-A |





CURRICULUM & ENVIRONMENT

Maryland's child and youth care professionals working with birth through *adolescence*³ should:

- Understand academic disciplines, including knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- Design, implement, and evaluate meaningful, challenging curricula for each child and youth, using their own *knowledge*, appropriate early learning standards, and other resources
- Use *knowledge* of child and youth development to create healthy, *respectful*, supportive, and challenging classrooms/learning environments.

(Adapted from *NAEYC Standards for Early Childhood Professional Preparation Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding curriculum and environment. Maryland defines core *knowledge* of curriculum and environment as knowing and implementing the following key topics:

- Strategies to facilitate learning and development, including the significance of *play*, *emergent curriculum* in learning, and *continuity of care*
- *Best practices*, including *developmentally appropriate practices*, that focus on the needs/interests of *all children and youth* and consider *culturally-valued* content and home experiences
- Learning experiences that help *all children and youth* develop emerging intellectual curiosity, problem-solving and decision-making skills, and critical thinking



³ Italicized terms are defined in the glossary.

- Maryland State Department of Education (MSDE) College and Career-Ready Standards for English Language Proficiency; *Fine Arts*; Health; History/Social Studies; Mathematics; *Media*; Physical Education; Reading/English Language Arts; Science; STEAM/STEM (Science, Technology, Engineering, the Arts, and Mathematics); Technology/Computer Skills; and *World Languages*
- Integration of learning experiences with curriculum theories and current research
- *Approaches to learning* and learning styles
- Schedule management and transitions
- Planning and implementation of appropriate environments that facilitate development in all domains for *all children and youth*
- Design of new environments or *modification* of existing ones that nurture and educate *all children and youth* and meet state regulatory requirements
- Appropriate equipment and materials for both indoor and outdoor learning environments
- *Cultural responsiveness* and *inclusionary practices*.

Competencies

The *knowledge* of curriculum and environment is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “CE.1-N.a” instead of “Domain: Curriculum & Environment; first *Core of Knowledge* area: Strategies; Level: Novice; first *competency*”).⁴

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.



⁴ Competencies marked by a triangle (▲) refer to school-age care.



- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Curriculum & Environment *competencies* are grouped into *core of knowledge* areas:

1. Strategies
2. *Best Practices/Developmentally Appropriate Practice (DAP)*
3. Curriculum
4. *Approaches to Learning*
5. English Language Proficiency
6. *Fine Arts*
7. Health
8. History/Social Studies
9. Mathematics
10. *Media*
11. Physical Education
12. Reading/English Language Arts
13. Science
14. STEAM/STEM (Science, Technology, Engineering, the Arts, and Mathematics)
15. Technology/Computer Skills
16. *World Languages*
17. Schedules, Routines & Transitions
18. Environment
19. Materials & Equipment
20. Diversity
21. *Inclusion*
22. Gifted and Talented



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|----------------------|--|--|--|---|--|
| 1. Strategies | <p>Support and implement <i>developmentally appropriate</i> strategies that promote successful child development outcomes in the domains of social, emotional, cognitive (including language), physical, and creative competence.</p> <p style="text-align: right;">CE.1-N.a</p> | <p><i>Intentionally</i> identify <i>developmentally appropriate</i> strategies that promote social, emotional, cognitive (including language), physical, and creative competence for all children birth through <i>adolescence</i>, including:</p> <ul style="list-style-type: none"> ▪ Frequent conversations ▪ Interaction strategies to encourage and support child language and communication ▪ Extensions of children’s thoughts and ideas ▪ Open ended questions which require more than a one-word response ▪ Problem solving ▪ Encouragement of peer conversations ▪ Allowing choice ▪ Encouragement of autonomy, responsibility, and leadership. <p style="text-align: right;">CE.1-I.a</p> | <p><i>Intentionally</i> develop, plan, and create environments that utilize a variety of teaching strategies including:</p> <ul style="list-style-type: none"> ▪ Small and large group activities that reflect and extend <i>all children and youth’s</i> interests and development ▪ Choice time during which children have opportunities to make decisions regarding the activities they participate in ▪ Hands-on opportunities for children/youth to explore and use materials at their own developmental level and pace. | <p>Develop a program to promote social, emotional, cognitive (including language), physical, and creative competence of all children birth through <i>adolescence</i>.</p> <p style="text-align: right;">CE.1-P.a</p> | <p>Articulate, analyze, evaluate, and apply effective learning strategies in the areas of social, emotional, cognitive (including language), and physical competence development for all children birth through <i>adolescence</i>.</p> <p style="text-align: right;">CE.1-A.a</p> |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--------------------------|--------|--------------|---|------------|----------|
| 1. Strategies, continued | | | <ul style="list-style-type: none"> ▪ High-quality interactions which include: <ul style="list-style-type: none"> ○ Feedback scaffolding ○ Back-and-forth exchanges ○ Follow-up questions ▪ A variety of methods and materials which allow for: <ul style="list-style-type: none"> ○ Auditory, visual, and movement opportunities ○ Interesting and creative materials ○ Hands-on opportunities ○ Brainstorming ○ Problem solving ○ Prediction/experimentation ○ Classification/comparison ○ Planning/producing/creating ○ Brainstorming ○ Real-world applications ▪ <i>Play.</i> <p style="text-align: right; margin-top: 10px;">CE.1-C.a</p> | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---------------------------------|--|--|---|---|--|
| 1. Strategies, continued | Support the facilitation of <i>play</i> as the foundation for positive interactions, learning, and development in all domains. CE.1-N.b | <i>Intentionally</i> utilize <i>play</i> as the foundation for positive interactions, learning, and development in all domains. CE.1-I.b | Including <i>play</i> , <i>intentionally</i> utilize strategies that promote social, emotional, cognitive (including language), and physical competence for all children birth through <i>adolescence</i> . CE.1-C.b | Develop and support a program philosophy that supports a variety of teaching strategies, including the use of <i>play</i> . CE.1-P.b | Advocate for standards and regulations that promote a variety of teaching strategies for <i>all children and youth</i> . CE.1-A.b |
| | Recognize the importance of providing a <i>continuity of care</i> . CE.1-N.c | <i>Intentionally</i> identify and utilize strategies to modify the environment to support <i>Universal Design for Learning (UDL)</i> . CE.1-I.c | Design teaching strategies and practices that are <i>responsive</i> to <i>cultural diversity</i> . CE.1-C.c | Develop intake and registration policies that gather information on each child and youth's interests, needs, and <i>culture</i> , to support curriculum implementation. CE.1-P.c | Promote and advocate for licensing regulations to ensure infants and toddlers receive <i>continuity of care</i> . CE.1-A.c |
| | Recognize that children gain <i>knowledge</i> and skills through investigation. CE.1-N.d | Understand and share with families the importance of a <i>continuity of care</i> . CE.1-I.d | Promote a <i>continuity of care</i> for infants and toddlers from birth to age 3. CE.1-C.d | Understand the components of a supportive classroom/ learning environment and be able to execute this through design, including <i>ADA</i> requirements. CE.1-P.d | |
| | Recognize the concerns and challenges of working with mixed-age groups. CE.1-N.e | | | Evaluate and modify the program to ensure a <i>continuity of care</i> for infants and toddlers from birth to age 3. CE.1-P.e | |
| | | | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|---|--|--|---|
| 2. Best Practices/ Developmentally Appropriate Practice (DAP) | Recognize, support, and implement <i>DAP</i> being utilized in the classroom/learning environment. CE.2-N.a | Share <i>best practices</i> with others, including families, staff, volunteers, and interns. CE.2-I.a | Articulate, identify, and implement the essential components of <i>DAP</i> , based on national standards. CE.2-C.a | Model and provide leadership regarding current <i>best practices</i> . CE.2-P.a | Articulate, analyze, evaluate, and apply <i>evidence-based best practices</i> for the care and education of <i>all children and youth</i> . CE.2-A |
| | Support strategies to promote <i>all children and youth's</i> learning and development through: <ul style="list-style-type: none"> ▪ Acknowledging ▪ Encouraging ▪ Giving specific feedback ▪ Modeling ▪ Demonstrating ▪ Adding challenge ▪ Giving cues or other assistance ▪ Providing information ▪ Giving directions ▪ Communicating with families. CE.2-N.b | Select and utilize the elements of <i>developmentally appropriate</i> indoor and outdoor learning environments. CE.2-I.b | Demonstrate <i>developmentally appropriate</i> strategies to promote each child or youth's learning and development. CE.2-C.b | Review all lesson plans to ensure that all activities are <i>developmentally appropriate</i> and support <i>differentiated instruction</i> . CE.2-P.b | |



| CURRICULUM & ENVIRONMENT | | | | | |
|--|--------|---|--|--|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. <i>Best Practices/ Developmentally Appropriate Practice (DAP)</i> , continued | | Identify and implement the essential components of <i>DAP</i> , based on national standards: <ul style="list-style-type: none"> ▪ Creating a community of learners ▪ Teaching to enhance development and learning ▪ Planning curriculum to achieve important goals ▪ Assessing each child or youth's development and learning. <p style="text-align: right;">CE.2-I.c</p> | | Identify and implement a <i>developmentally appropriate</i> curriculum that supports the program's philosophy. | |
| | | Engage families in ongoing communication regarding their child. | | | CE.2-P.c |
| | | | Demonstrate <i>developmentally appropriate</i> strategies to promote each child or youth's learning and development. | | |
| | | CE.2-I.d | | | |
| | | CE.2-I.e | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|----------------------|--|---|--|---|--|
| 3. Curriculum | Implement the planned learning experiences based on children or youth’s interests, including those with <i>special needs</i> . CE.3-N.a | Possess <i>knowledge</i> of content and structure of child and youth care and content-related <i>pedagogy</i> , designing coherent instruction. CE.3-I.a | Demonstrate <i>knowledge</i> of content and structure of child and youth care and content-related <i>pedagogy</i> , designing coherent instruction that coordinates <i>knowledge</i> of content, of each child and youth, and of resources to design a series of learning experiences aligned to instructional outcomes. CE.3-C.a | Monitor teaching practices and curriculum implementation. CE.3-P.a | Articulate, analyze, evaluate, and apply <i>evidence-based best practices</i> for the design and utilization of curricula. CE.3-A.a |
| | Recognize that <i>all children</i> learn best through fun, engaging, hands-on experiences. CE.3-N.b | Identify the difference between a framework, guideline, curriculum, learning standard, and a lesson plan. CE.3-I.b | Demonstrate flexibility and <i>responsiveness</i> , seizing opportunities to enhance learning, build on a spontaneous event or interests, or adjust and <i>differentiate</i> the activity to address individual misunderstanding. CE.3-C.b | Develop a curriculum and classroom/learning environment using innovative materials, technologies, choices, and decision-making. CE.3-P.b | ▲ Analyze, evaluate, and articulate, <i>evidence-based best practices</i> relevant to the design of school-age curricula and environments. CE.3-A.b |
| | Be flexible and <i>responsive</i> to respond to changing conditions. CE.3-N.c | Plan <i>intentional</i> learning experiences based on <i>all children and youth’s</i> interests (<i>emergent curriculum</i>), strengths, and learning styles. CE.3-I.c | | Incorporate exploration, experimentation, simulation, and <i>play</i> as a context for enhancing <i>active learning</i> and development in child and youth care environments. CE.3-P.c | Analyze, evaluate, and articulate, <i>evidence-based best practices</i> for the engagement of <i>all children and youth</i> . CE.3-A.c |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---------------------------------|--|--|-----------|------------|---|
| 3. Curriculum, continued | Provide opportunities for both structured and unstructured <i>play</i> . <p style="text-align: right;">CE.3-N.d</p> | Plan, present, and pace the daily schedule and the learning experiences appropriately for <i>all children and youth</i> . <p style="text-align: right;">CE.3-I.d</p> | | | ▲ Collaborate with agencies to research and communicate information about school-age care curricula and environments. <p style="text-align: right;">CE.3-A.d</p> |
| | Support the implementation of outdoor <i>play</i> , including: <ul style="list-style-type: none"> ▪ Motor control ▪ Fitness ▪ Health ▪ Stress management ▪ Sensory skills ▪ Learning ▪ Social skills. <p style="text-align: right;">CE.3-N.e</p> | Develop activities that promote physical activity through active games and large motor activities. <p style="text-align: right;">CE.3-I.e</p> | | | |
| | ▲ Support school-day development and learning. <p style="text-align: right;">CE.3-N.f</p> | Plan <i>intentional</i> learning and development activities, both traditional and non-traditional, in the outdoor environment. <p style="text-align: right;">CE.3-I.f</p> | | | |
| | | Demonstrate flexibility and <i>responsiveness</i> , adjusting activities to respond to changing conditions. <p style="text-align: right;">CE.3-I.g</p> | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--------------------------|--------|---|-----------|------------|----------|
| 3. Curriculum, continued | | <p>Identify state supported early learning and school-age standards, guidelines, and MSDE-recommended curriculum.</p> <p style="text-align: right;">CE.3-I.h</p> | | | |
| | | <p>Demonstrate how lesson planning resources can improve instruction and support ongoing development for school readiness and success.</p> <p style="text-align: right;">CE.3-I.i</p> | | | |
| | | <p>Develop activities to meet the needs of all age groups, abilities, and environments.</p> <p style="text-align: right;">CE.3-I.j</p> | | | |
| | | <p>Create and conduct activities that are focused on program goals and support learning.</p> <p style="text-align: right;">CE.3-I.k</p> | | | |
| | | <p>Recognize that <i>all children and youth</i> learn best through guided practice.</p> <p style="text-align: right;">CE.3-I.l</p> | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---------------------------------|--------|---|-----------|------------|----------|
| 3. Curriculum, continued | | <p>▲ Incorporate academic content and skill development that contributes to each child and youth’s school success.</p> <p style="text-align: right;">CE.3-I.m</p> <p>▲ Align activities and curriculum to school content on a frequent basis.</p> <p style="text-align: right;">CE.3-I.n</p> <p>▲ Adapt school-age care activities for all children and youth with special needs, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">CE.3-I.o</p> <p>Provide a variety of experience-based learning opportunities (both <i>concrete</i> and <i>abstract</i>).</p> <p style="text-align: right;">CE.3-I.p</p> <p>▲ Develop activities that promote positive interactions among groups.</p> <p style="text-align: right;">CE.3-I.q</p> | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|---|--|--|---|
| 4. Approaches to Learning | <p>Recognize the importance of each individual’s unique approach to learning based on their:</p> <ul style="list-style-type: none"> ▪ Strengths ▪ Areas needing strengthening ▪ Preferences ▪ Learning styles. <p>CE.4-N.a</p> | <p>Demonstrate an understanding of <i>approaches to learning</i>.</p> <p>CE.4-I.a</p> | <p>Develop, plan, and create activities and environments which support each child and youth’s development of:</p> <ul style="list-style-type: none"> ▪ Initiative and curiosity ▪ Attentiveness and persistence ▪ Confidence ▪ Creativity and inventiveness ▪ Reasoning and problem solving ▪ A growing sense of autonomy. <p>CE.4-C.a</p> | <p>Analyze, evaluate, and modify the program to provide opportunities for each child and youth to develop <i>approaches to learning</i>.</p> <p>CE.4-P.a</p> | <p>Analyze, evaluate, articulate, and apply current theory and <i>evidence-based best practices</i> regarding <i>approaches to learning</i>.</p> <p>CE.4-A.a</p> |
| | <p>Recognize learning styles.</p> <p>CE.4-N.b</p> | <p>Identify learning styles.</p> <p>CE.4-I.b</p> | <p>Consider learning styles when planning activities.</p> <p>CE.4-C.b</p> | <p>Promote a program that supports various learning styles.</p> <p>CE.4-P.b</p> | <p>Analyze, evaluate, articulate, and apply current theory and <i>evidence-based</i> research on learning styles.</p> <p>CE.4-A.b</p> |
| 5. English Language Proficiency | <p>Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i>, to explore, experiment, investigate, <i>play</i>, and use creative expression related to developing English language proficiency skills.</p> <p>CE.5-N</p> | <p>Understand the importance of providing a variety of approaches, including <i>play</i>, to support the English language proficiency of <i>all children and youth</i>.</p> <p>CE.5-I.a</p> | <p>Develop, plan, and create an environment which supports the development of English language proficiency.</p> <p>CE.5-C.a</p> | <p>Analyze, evaluate, and modify the English language proficiency curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research.</p> <p>CE.5-P</p> | <p>Analyze, evaluate, articulate, and apply current <i>knowledge</i>, theories, research, and <i>best practices</i> regarding English language proficiency.</p> <p>CE.5-A.a</p> |



| CURRICULUM & ENVIRONMENT | | | | | |
|--|--------|--|---|------------|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. English Language Proficiency, continued | | Implement English language proficiency activities based on the on-going <i>assessment</i> of each child and youths' abilities, interests, and individual learning styles. CE.5-I.b | Align English language proficiency activities with the Maryland's College and Career-Ready Standards as applicable. CE.5-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> for to enhance English language proficiency. CE.5-A.b |
| | | Implement English language proficiency activities in the areas of: <ul style="list-style-type: none"> ▪ Social & instructional language ▪ Language of language arts ▪ Language of mathematics ▪ Language of science ▪ Language of social studies ▪ Language of music & performing arts (K) ▪ Language of multiculturalism (grade 1) ▪ Language of visual arts (grade 2) ▪ Language of health & physical education (grade 3). CE.5-I.c | Develop and plan <i>play</i> -based English language proficiency activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of English language proficiency. CE.5-C.c | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|------------|----------|
| <p>5. English Language Proficiency, continued</p> | | | <p>Use <i>observation</i> and <i>assessment</i> data to plan English language proficiency activities for children and youth that are appropriate to the developmental level and learning abilities of individual learners.</p> <p style="text-align: right;">CE.5-C.d</p> <hr/> <p>Model skills that promote English language proficiency.</p> <p style="text-align: right;">CE.5-C.e</p> <hr/> <p>Plan, implement, and facilitate English language proficiency activities so that activities are appropriate, <i>culturally responsive</i>, and adapted for children and youth with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">CE.5-C.f</p> | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---------------------|--|--|---|--|--|
| 6. Fine Arts | <p>Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i>, to explore, experiment, investigate, <i>play</i>, and use creative expression related to understanding <i>fine arts</i>.</p> <p style="text-align: right;">CE.6-N.a</p> | <p>Understand the importance of using providing a variety of <i>developmentally appropriate fine arts</i> activities, including <i>play</i>, to nurture the skills and creativity of <i>all children and youth</i>.</p> <p style="text-align: right;">CE.6-I.a</p> | <p>Develop, plan, and create an environment which stimulates and nurtures the creativity of <i>all children and youth</i> through a daily balance of <i>developmentally appropriate</i> and independent experiences.</p> <p style="text-align: right;">CE.6-C.a</p> | <p>Analyze, evaluate, and modify the <i>fine arts</i> curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research.</p> <p style="text-align: right;">CE.6-P</p> | <p>Analyze, evaluate, articulate, and apply current <i>knowledge</i>, theories, research, and <i>best practices</i> regarding the development of <i>fine arts</i> appreciation and skills by <i>all children and youth</i>.</p> <p style="text-align: right;">CE.6-A.a</p> |
| | <p>Recognize the importance of <i>fine arts</i> experiences that stimulate and nurture each child and youth’s creativity.</p> <p style="text-align: right;">CE.6-N.b</p> | <p>Implement <i>fine arts</i> activities based on the on-going <i>assessment</i> of each child or youths’ interests, abilities, and individual learning styles.</p> <p style="text-align: right;">CE.6-I.b</p> | <p>Align <i>fine arts</i> activities with Maryland’s College and Career-Ready Standards as applicable.</p> <p style="text-align: right;">CE.6-C.b</p> | | <p>Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the development of <i>fine arts</i> appreciation and skills.</p> <p style="text-align: right;">CE.6-A.b</p> |
| | | | <p>Implement <i>fine arts</i> activities in the areas of:</p> <ul style="list-style-type: none"> ▪ Dance ▪ Music ▪ Dramatic <i>play</i>/theatre ▪ Visual arts. <p style="text-align: right;">CE.6-I.c</p> | <p>Develop and plan <i>play</i>-based fine art activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of <i>fine arts</i> appreciation and skills.</p> <p style="text-align: right;">CE.6-C.c</p> | |



| CURRICULUM & ENVIRONMENT | | | | | |
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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 6. <i>Fine Arts</i> , continued | | | Use <i>observation</i> and <i>assessment</i> data to plan <i>fine arts</i> activities for children and youth that are appropriate to the developmental level and learning abilities of individual children. CE.6-C.d | | |
| | | | Plan, implement, and facilitate <i>fine arts</i> activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.6-C.e | | |
| 7. Health | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, <i>play</i> , and use creative expression related to learning about health. CE.7-N.a | Understand the importance of providing a variety of <i>developmentally appropriate</i> activities to support the understanding of health. CE.7-I.a | Develop, plan, and create an environment that supports children or youth’s understanding of health. CE.7-C.a | Analyze, evaluate, and modify the health curriculum to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research. CE.7-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of health understanding by <i>all children and youth</i> . CE.7-A.a |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 7. Health, continued | <p>Recognize the importance of providing opportunities for <i>all children and youth</i> to learn about, ask questions, and use stories and <i>play</i>-based activities to reduce anxiety about medical concepts (e.g., immunizations, dentist, and hospital).</p> <p style="text-align: right;">CE-7-N.b</p> | <p>Implement health activities based on the on-going <i>assessment</i> of each child or youth’s interests, abilities, and individual learning styles.</p> <p style="text-align: right;">CE.7-I.b</p> | <p>Align health activities with the Maryland College and Career-Ready Standards as applicable.</p> <p style="text-align: right;">CE.7-C.b</p> | | <p>Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the understanding of health.</p> <p style="text-align: right;">CE.7-A.b</p> |
| | | <p>Provide props and materials to extend each child’s <i>play</i> and learning related to health.</p> <p style="text-align: right;">CE.7-I.c</p> | <p>Develop and plan <i>play</i>-based health activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of health concepts.</p> <p style="text-align: right;">CE.7-C.c</p> | | |
| | | | <p>Implement health activities in the areas of:</p> <ul style="list-style-type: none"> ▪ Safety and injury prevention ▪ Nutrition and fitness. <p style="text-align: right;">CE.7-I.d</p> | <p>Use <i>observation</i> and <i>assessment</i> data to plan health activities for children and youth that are appropriate to the developmental level and learning abilities of individuals.</p> <p style="text-align: right;">CE.7-C.d</p> | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 7. Health, continued | | | Plan, implement, and facilitate health activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.7-C.e | | |
| 8. History/Social Studies | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, <i>play</i> , and use creative expression related to understanding history/social studies. CE.8-N | Understand the importance of using providing a variety of <i>developmentally appropriate</i> activities to support the history/social studies understanding of <i>all children and youth</i> . CE.8-I.a | Develop, plan, and create an environment that supports understanding of history/social studies. CE.8-C.a | Analyze, evaluate, and modify the history/social studies curriculum to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research. CE.8-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of history/social studies understanding by <i>all children and youth</i> . CE.8-A.a |
| | | Implement history/social studies activities based on the on-going <i>assessment</i> of each child's/ interests, abilities, and individual learning styles. CE.8-I.b | Align social history/studies activities with the Maryland College and Career-Ready Standards as applicable. CE.8-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the understanding of history/social studies. CE.8-A.b |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 8. History/Social Studies, continued | | Provide props and materials to extend all children’s <i>play</i> and learning related to history/social studies. <p style="text-align: right;">CE.8-I.c</p> | Develop and plan <i>play</i> -based history/social studies activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of history/social studies concepts. <p style="text-align: right;">CE.8-C.c</p> | | |
| | | Implement history/social studies activities in the areas of: <ul style="list-style-type: none"> ▪ Political science ▪ Peoples of the nation and world ▪ Geography ▪ Economics ▪ History ▪ Social studies skills and processes. <p style="text-align: right;">CE.8-I.d</p> | Use <i>observation</i> and <i>assessment</i> data to plan history/social studies activities for children and youth that are appropriate to the developmental level and learning abilities of individuals. <p style="text-align: right;">CE.8-C.d</p> | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 8. History/Social Studies, continued | | | Plan, implement, and facilitate history/social studies activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.8-C.e | | |
| 9. Mathematics | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, and <i>play</i> with hands-on experiences and <i>concrete</i> materials related to mathematics. CE.9-N | Understand the importance of providing a variety of approaches, including <i>play</i> , to support the development of the mathematical skills of <i>all children and youth</i> . CE.9.I.a | Develop, plan, and create an environment which supports understanding of mathematics. CE.9-C.a | Analyze, evaluate, and modify the mathematics curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced based best practices</i> derived from research. CE.9-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of mathematical skills by <i>all children and youth</i> . CE.9-A.a |
| | | Implement activities related to mathematics based on the on-going <i>assessment</i> of individual abilities, interests, and individual learning styles. CE.9.I.b | Align mathematics activities with Maryland’s College and Career-Ready Standards as applicable. CE.9-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the development of mathematical skills. CE.9-A.b |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|----------------------------------|--------|--|---|------------|----------|
| 9. Mathematics, continued | | Implement mathematics activities in the areas of: <ul style="list-style-type: none"> ▪ Counting and cardinality ▪ Operations and algebraic thinking ▪ Number and operations in base ten ▪ Measurement and data ▪ Geometry. <p style="text-align: right;">CE.9-I.c</p> | Develop and plan <i>play</i> -based mathematic activities that are integrated with other curriculum content areas across multiple domains and that facilitate continuous and gradual development of mathematical skills. <p style="text-align: right;">CE.9-C.c</p> | | |
| | | | Use <i>observation</i> and <i>assessment</i> data to plan mathematics activities for children and youth that are appropriate to the developmental level and learning abilities of individuals. <p style="text-align: right;">CE.9-C.d</p> Plan, implement, and facilitate mathematic activities for each and every child and youth so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. <p style="text-align: right;">CE.9-C.e</p> | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 10. Media | <p>Recognize the importance of <i>developmentally appropriate media</i> experiences for each child and youth, including those with <i>special needs</i>, so they may explore, experiment, investigate, <i>play</i>, and use creative expression.</p> <p>CE.10-N.a</p> | <p>Understand the importance of using providing a variety of <i>developmentally appropriate media</i> activities, including <i>play</i>.</p> <p>CE.10-I.a</p> | <p>Develop, plan, and create an environment which supports development of <i>media</i> skills.</p> <p>CE.10-C.a</p> | <p>Analyze, evaluate, and modify the <i>media</i> curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research.</p> <p>CE.10-P</p> | <p>Analyze, evaluate, articulate, and apply current <i>knowledge</i>, theories, research, and <i>best practices</i> regarding the development of <i>media</i> skills.</p> <p>CE.10-A.a</p> |
| | <p>Provide children with access to books, making sure that books are rotated on a regular basis.</p> <p>CE.10-N.b</p> | <p>Implement <i>media</i> activities based on the on-going <i>assessment</i> of each child or youth’s interests, abilities, and individual learning styles.</p> <p>CE.10-I.b</p> | <p>Align <i>media</i> activities with Maryland’s College and Career-Ready Standards as applicable.</p> <p>CE.10-C.b</p> | | <p>Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the development of <i>media</i> skills.</p> <p>CE.10-A.b</p> |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 10. Media, continued | | Implement <i>media</i> activities in the areas of: <ul style="list-style-type: none"> ▪ Defining and refining problems or questions ▪ Locating and evaluating resources and sources ▪ Finding, generating, recording, and organizing data/information ▪ Interpreting recorded data/information ▪ Sharing findings/conclusions ▪ Appreciating literature and life-long learning. <p style="text-align: right;">CE.10-I.c</p> | Develop and plan <i>play</i> -based <i>media</i> activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of <i>media</i> skills. <p style="text-align: right;">CE.10-C.c</p> | | |
| | | | Use <i>observation</i> and <i>assessment</i> data to plan <i>media</i> activities for children and youth that are appropriate to the developmental level and learning abilities of individual learners. <p style="text-align: right;">CE.10-C.d</p> | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 10. Media, continued | | | Plan, implement, and facilitate <i>media</i> activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.10-C.e | | |
| 11. Physical Education | Recognize the importance of <i>play</i> -based physical and motor activities that foster physical development. CE.11-N.a | Understand the importance of providing a variety of <i>developmentally appropriate</i> activities, including <i>play</i> , to support physical education. CE.11-I.a | Develop, plan, and create an environment that emphasizes <i>play</i> -based physical and motor activities that foster development of skills. CE.11-C.a | Analyze, evaluate, and modify the physical education curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research. CE.11-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of <i>all children's and youth's</i> physical development and understanding of personal health, safety, nutrition, and hygiene practices. CE.11-A.a |
| | Recognize the importance of providing regular activities related to physical education. CE.11-N.b | Implement activities related to physical education based on the on-going <i>assessment</i> of each child or youth's abilities, interests, and individual learning styles. CE.11-I.b | Align activities related to physical education with the Maryland College and Career-Ready Standards as applicable. CE.11-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the physical development and understanding of personal health, safety, nutrition, and hygiene practices. CE.11-A.b |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 11. Physical Education, continued | | Implement physical education activities in the areas of: <ul style="list-style-type: none"> ▪ Skillfulness ▪ Biomechanical principles ▪ Motor learning principles ▪ Exercise physiology ▪ Physical activity ▪ Social psychological principles. | Develop and plan <i>play</i> -based activities related to physical education that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development. | | |
| | | CE.11-I.c | CE.11-C.c | | |
| | | | Use <i>observation</i> and <i>assessment</i> data to plan physical development, health, safety, and nutrition activities that are appropriate to the developmental level and learning abilities of individual children and youth. | | |
| | | | CE.11-C.d | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 11. Physical Education, continued | | | Plan, implement, and facilitate physical education activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.11-C.e | | |
| 12. Reading/English Language Arts | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, <i>play</i> , and use creative expression related to developing language, communication, and literacy skills. CE.12-N.a | Understand the importance of providing a variety of approaches, including <i>play</i> , to support the language development, communication skills, and literacy. CE.12-I.a | Develop, plan, and create an environment that supports understanding of Reading/English Language Arts. CE.12-C.a | Analyze, evaluate, and modify the Reading/English Language Arts curriculum in order to facilitate continuous curriculum improvements and to implement <i>evidenced-based best practices</i> derived from research. CE.12-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding language development, communication, and literacy. CE.12-A.a |
| | Provide children with access to books, making sure that books are rotated on a regular basis. CE.12-N.b | Implement language development and communication activities based on the on-going <i>assessment</i> of each child’s abilities, interests, and individual learning styles. CE.12-I.b | Align Reading/English Language Arts activities with the Maryland’s College and Career-Ready Standards as applicable. CE.12-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> for to enhance language development, communication, and literacy. CE.12-A.b |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 12. Reading/English Language Arts, continued | | Develop, plan, and create an environment which supports the development of: <ul style="list-style-type: none"> ▪ Receptive language understanding ▪ Expressive language and communication skills ▪ Vocabulary ▪ Emergent literacy/literacy. <p style="text-align: right;">CE.12-I.c</p> | Develop and plan <i>play</i> -based Reading/English Language Arts activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of language and literacy skills. <p style="text-align: right;">CE.12-C.c</p> | | |
| | | | Use <i>observation</i> and <i>assessment</i> data to plan Reading/English Language Arts activities for children/youth that are appropriate to the developmental level and learning abilities of individual learners. <p style="text-align: right;">CE.12-C.d</p> | | |
| | | | Model skills that promote language development, communication, and literacy. <p style="text-align: right;">CE.12-C.e</p> | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 12. Reading/English Language Arts, continued | | | Plan, implement, and facilitate Reading/English Language Arts activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.12-C.f | | |
| 13. Science | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, <i>play</i> , and use creative expression related to understanding science. CE.13-N | Understand the importance of providing a variety of <i>developmentally appropriate</i> activities, including <i>play</i> , to support the science skills of <i>all children and youth</i> . CE.13-I.a | Develop, plan, and create an environment which supports the understanding of science by <i>all children and youth</i> . CE.13-C.a | Analyze, evaluate, and modify the science curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research. CE.13-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of science skills by <i>all children and youth</i> . CE.13-A.a |
| | | Implement science activities based on the on-going <i>assessment</i> of each child or youth’s interests, abilities, and individual learning styles. CE.13-I.b | Align science activities with the Maryland College and Career-Ready Standards as applicable. CE.13-C.b | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the development of science. CE.13-A.b |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 13. Science, continued | | Implement science activities in the areas of: <ul style="list-style-type: none"> ▪ Skills & processes ▪ Earth/space ▪ Life ▪ Chemistry ▪ Physics ▪ Environment. | Develop and plan <i>play</i> -based science activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of scientific concepts. | | |
| | | CE.13-I.c | CE.13-C.c | | |
| | | | Use <i>observation</i> and <i>assessment</i> data to plan science activities for children and youth that are appropriate to the developmental level and learning abilities of individuals. | | |
| | | | Plan, implement, and facilitate science and activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. | | |
| | | | CE.13-C.e | | |



| CURRICULUM & ENVIRONMENT | | | | | |
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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 14. STEAM/STEM (Science, Technology, Engineering, the Arts, and Mathematics), continued | | | Use <i>observation</i> and <i>assessment</i> data to plan STEAM/STEM activities for children and youth that are appropriate to the developmental level and learning abilities of individual children/youth. CE.14-C.d | | |
| | | | Planning, implement, and facilitate STEAM/STEM activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.14-C.e | | |
| 15. Technology/ Computer Skills | Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i> , to explore, experiment, investigate, <i>play</i> , and use creative expression related to learning about technology and computer skills. CE.15-N.a | Understand the importance of using providing a variety of <i>developmentally appropriate</i> activities to support the understanding of technology and computer skills. CE.15-I.a | Develop, plan, and create an environment that supports each child and youth’s understanding of technology and computer skills. CE.15-C.a | Analyze, evaluate, and modify the technology/computer skills curriculum to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research. CE.15-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> regarding the development of technology and computer literacy by <i>all children and youth</i> . CE.15-A.a |



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| 15. Technology/ Computer Skills, continued | Limit <i>passive screen time</i> . <p style="text-align: right;">CE.15-N.b</p> | Implement technology activities based on the on-going <i>assessment</i> of each child or youth’s interests, abilities, and individual learning styles. <p style="text-align: right;">CE.15-I.b</p> | Align technology and computer activities with the Maryland College and Career-Ready Standards as applicable. <p style="text-align: right;">CE.15-C.b</p> | | Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> to enhance the understanding of technology and computers. <p style="text-align: right;">CE.15-A.b</p> |
| | ▲ Be aware of children and youth’s use of technology, monitoring for appropriateness. <p style="text-align: right;">CE.15-N.c</p> | Implement technology literacy activities and/or <i>play</i> in the areas of: <ul style="list-style-type: none"> ▪ Technology systems ▪ Digital citizenship ▪ Technology for learning and collaboration ▪ Technology for communication and expression ▪ Technology for information use and management ▪ Technology for problem-solving and decision-making. <p style="text-align: right;">CE.15-I.c</p> | Develop and plan <i>play</i> -based technology and computer activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of technology and computer concepts. <p style="text-align: right;">CE.15-C.c</p> | | |



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| 15. Technology/ Computer Skills, continued | | Provide props and materials to extend children’s <i>play</i> and learning related to technology and computer skills. CE.15-I.d | Use <i>observation</i> and <i>assessment</i> data to plan technology and computer activities for children and youth that are appropriate to the developmental level and learning abilities of individuals. CE.15-C.d | | |
| | | Implement technology usage policies for <i>all children and youth</i> and child and youth care professionals. CE.15-I.e | Plan, implement, and facilitate technology and computer activities so that activities are appropriate, <i>culturally responsive</i> , and adapted for children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. CE.15-C.e | | |



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| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---------------------|--|--|--|--|---|
| 16. World Languages | <p>Recognize the need to prepare a citizenry that is sensitive to other languages and <i>cultures</i>.</p> <p>CE.16-N.a</p> | <p>Understand the importance of providing a variety of approaches, including <i>play</i>, to support the learning of other languages and <i>cultures</i>.</p> <p>CE.16-I.a</p> | <p>Develop, plan, and create an environment which supports the development of <i>world language</i> proficiency.</p> <p>CE.16-C.a</p> | <p>Analyze, evaluate, and modify the <i>world language</i> curriculum in order to facilitate continuous curriculum improvements and ensure implementation of <i>evidenced-based best practices</i> derived from research.</p> <p>CE.16.P</p> | <p>Analyze, evaluate, articulate, and apply current <i>knowledge</i>, theories, research, and <i>best practices</i> regarding <i>world languages</i>.</p> <p>CE.16-A.a</p> |
| | <p>Recognize the importance of <i>developmentally appropriate</i> opportunities for each child and youth, including those with <i>special needs</i>, to explore, experiment, investigate, <i>play</i>, and use creative expression related to understanding <i>world languages</i>.</p> <p>CE.16-N.b</p> | <p>Implement <i>world language</i> activities based on the on-going <i>assessment</i> of each child or youths' abilities, interests, and individual learning styles.</p> <p>CE.16-I.b</p> | <p>Align <i>world language</i> activities with the Maryland's College and Career Ready Standards as applicable.</p> <p>CE.16-C.b</p> | | <p>Advocate for licensing regulations and quality standards to ensure <i>all children and youth</i> experience <i>best practices</i> for to enhance the understanding of <i>world languages</i>.</p> <p>CE.16-A.b</p> |
| | | <p>Implement <i>world language</i> activities in the areas of:</p> <ul style="list-style-type: none"> ▪ Communication ▪ <i>Cultures</i> ▪ Connections ▪ Comparisons ▪ Communities. <p>CE.16-I.c</p> | <p>Develop and plan <i>play</i>-based <i>world language</i> activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of <i>world language knowledge</i>.</p> <p>CE.16-C.c</p> | | |



| CURRICULUM & ENVIRONMENT | | | | | |
|--------------------------------|--------|--------------|--|------------|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 16. World Languages, continued | | | <p>Use <i>observation</i> and <i>assessment</i> data to plan <i>world language</i> activities for children and youth that are appropriate to the developmental level and learning abilities of individual learners.</p> <p>CE.16-C.d</p> | | |
| | | | <p>Model skills that promote <i>world language knowledge</i>.</p> <p>CE.16-C.e</p> | | |
| | | | <p>Plan, implement, and facilitate <i>world language</i> activities so that activities are appropriate, <i>culturally responsive</i>, and adapted for children and youth with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p>CE.16-C.f</p> | | |



CURRICULUM & ENVIRONMENT

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|--|--|--|---|
| 17. Schedules, Routines & Transitions | Follow established schedules, routines, and transitions. CE.17-N.a | Establish and create a predictable schedule and appropriate care routines. CE.17-I.a | Establish routines to support daily transitions into and out of a program. CE.17-C.a | Promote a program that supports the routines, transitional needs, interests, and schedules of <i>all children and youth</i> . CE.17-P.a | Analyze, evaluate, articulate, and apply current theory and <i>evidence-based</i> research on optimal schedules, routines, and transitions for <i>all children and youth</i> . CE.17-A |
| | Recognize the impact transitions have on children and youth daily and over the course of time. CE.17-N.b | Develop strategies to teach children schedules and routines, predict transitions, and changes in routine. CE.17-I.b | Develop, plan and implement daily schedules that minimize transitions between adults, activities, rooms, programs, and schools. CE.17-C.b | Develop, plan and implement strategies to prepare each child and family for transition to kindergarten. CE.17-P.b | |
| | | Use transition times and schedules to teach. CE.17-I.c | Provide information to families about transitions that include a timeline of daily activities. CE.17-C.c | Coordinate child/youth and family visits to new programs. CE.17-P.c | |
| | | Minimize transitions and wait times. CE.17-I.d | Develop partnerships with families to ease stress that accompanies transitions. CE.17-C.d | Develop, plan and implement collaborative strategies with other programs or schools to facilitate transitions. CE.17-P.d | |
| | | Facilitate transitions from home to program, new schedules, and routines. CE.17-I.e | | | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|--|---|---|
| 17. Schedules, Routines & Transitions, continued | | <p>Acknowledge the impact transitions have on children and youth, and assist families and their children in planning for:</p> <ul style="list-style-type: none"> ▪ Daily transitions (arrival and departure) ▪ Transitions within the day ▪ Transitions to new teachers, program, or school ▪ Transitions at home (new baby, moving, divorce). <p style="text-align: right;">CE.17-I.f</p> | | | |
| 18. Environment | <p>Recognize that psychological and physical elements of the classroom/learning environment affect learning.</p> <p style="text-align: right;">CE.18-N.a</p> | <p>Demonstrate an understanding how environment and interaction influences learning, organizing the environment to make it safe, accessible, effective, pleasant, and inviting.</p> <p style="text-align: right;">CE.18-I.a</p> | <p>Understand and share with others how the environment and interactions influence learning, demonstrating total alignment between curriculum goals and the environment.</p> <p style="text-align: right;">CE.18-C.a</p> | <p>Analyze, evaluate, and modify the indoor and outdoor physical environment to maximize the growth, development and learning of <i>all children/youth</i> and to support safety, comfort, and developmental appropriateness.</p> <p style="text-align: right;">CE.18-P.a</p> | <p>Advocate for quality standards and licensing regulations to provide for safe, comfortable, and healthy environments for <i>all children and youth</i>.</p> <p style="text-align: right;">CE.18-A.a</p> |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-----------------------------------|--|--|--|---|---|
| 18. Environment, continued | Recognize that the classroom/learning environment must be structured to support each child and youth with <i>special needs</i> . <p style="text-align: right;">CE.18-N.b</p> | Identify and maintain the elements of classroom/learning environments that contribute to learning. <p style="text-align: right;">CE.18-I.b</p> | ▲ Share with <i>all children/youth</i> the responsibility for decisions about the design and use of the physical environment and program schedules and offerings. <p style="text-align: right;">CE.18-C.b</p> | Ensure program space and furniture accommodate the activities and meet standards for safety, size, durability, toxicity, construction, and cleanliness. <p style="text-align: right;">CE.18-P.b</p> | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding environments to provide for safety, comfort, accessibility, effectiveness, and developmental appropriateness. <p style="text-align: right;">CE.18-A.b</p> |
| | Implement and support, including active monitoring at all times, the elements of <i>developmentally appropriate</i> indoor and outdoor learning environments. <p style="text-align: right;">CE.18-N.c</p> | Select and create ways to ensure the classroom/learning environment can be adapted to meet the interests and needs of <i>all children/youth</i> . <p style="text-align: right;">CE.18-I.c</p> | ▲ Design and use shared spaces to meet program needs and the comfort and convenience of <i>all children/youth</i> . <p style="text-align: right;">CE.18-C.c</p> | Demonstrate and teach others how to organize the indoor and outdoor physical environment to maximize the growth, development and learning of <i>all children/ youth</i> and to promote and support safety, comfort, accessibility, effectiveness, and developmental appropriateness. <p style="text-align: right;">CE.18-P.c</p> | |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-----------------------------------|--|--|-----------|--|----------|
| 18. Environment, continued | Modify the classroom/learning environment to meet the interests and needs of <i>all children/youth</i> . <p style="text-align: right;">CE.18-N.d</p> | Understand the need to provide classrooms/learning environments that: <ul style="list-style-type: none"> ▪ Nurture emotional well-being ▪ Provide a secure base for <i>all children and youth</i> ▪ Reflect needs, abilities, and interests of every child and youth. <p style="text-align: right;">CE.18-I.d</p> | | Ensure that both indoor and outdoor environments comply with Maryland guidelines and regulations. <p style="text-align: right;">CE.18-P.d</p> | |
| | Implement strategies to modify the classroom/learning environment to support <i>Universal Design for Learning (UDL)</i> . <p style="text-align: right;">CE.18-N.e</p> | Accommodate the classroom/learning environment to support each child with <i>special needs</i> . <p style="text-align: right;">CE.18-I.e</p> | | ▲ Ensure that the school-age physical environment is flexible and child and youth-centered. <p style="text-align: right;">CE.18-P.e</p> | |
| | Collaborate with others to structure an effective classroom/learning environment. <p style="text-align: right;">CE.18-N.f</p> | Identify the elements of an appropriately designed and accessible playground. <p style="text-align: right;">CE.18-I.f</p> | | | |



| CURRICULUM & ENVIRONMENT | | | | | |
|----------------------------|---|---|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 18. Environment, continued | Support an <i>anti-bias/culturally responsive</i> classroom/learning environment. CE.18-N.g | Demonstrate an understanding of how the classroom/learning environment affects child and youth behavior and facilitates smooth transitions of individuals and groups between activities. CE.18-I.g | | | |
| | Support a positive environment where <i>all children and youth</i> can learn and practice appropriate behaviors as individuals and as a group. CE.18-N.h | Develop environments that promote positive interactions among groups. CE.18-I.h | | | |
| 19. Materials & Equipment | Plan equipment and materials for indoor and outdoor environments. CE.19-N.a | Engage <i>all children and youth</i> in exploration with developmentally-appropriate and age-appropriate materials and equipment. CE.19-I.a | Use materials to plan <i>intentional</i> learning and <i>developmentally appropriate</i> activities across mixed age groups. CE.19-C.a | Develop procedures to ensure that the program has the <i>developmentally appropriate, culturally responsive,</i> and engaging materials and equipment needed to support the full implementation of the program’s curriculum. CE.19-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge,</i> theories, research, and <i>evidence-based best practices</i> related to materials and equipment for <i>all children and youth.</i> CE.19-A |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|---|--|---|--|----------|
| 19. Materials & Equipment, continued | Facilitate explorations with materials and equipment. <p style="text-align: right;">CE.19-N.b</p> | Understand the importance of material selection to support learning. <p style="text-align: right;">CE.19-I.b</p> | Develop strategies to select <i>developmentally appropriate, culturally responsive</i> , and engaging equipment and materials for indoor and outdoor environments. <p style="text-align: right;">CE.19-C.b</p> | Display extensive <i>knowledge</i> of resources in the program, the community, and through professional organizations, universities, and the Internet, maintaining a resource book. <p style="text-align: right;">CE.19-P.b</p> | |
| | Provide <i>anti-bias/ culturally responsive</i> materials and equipment. <p style="text-align: right;">CE.19-N.c</p> | Encourage self-selection of materials and equipment. <p style="text-align: right;">CE.19-I.c</p> | ▲ Provide activities that involve <i>all children and youth</i> in engaging with materials and ideas through guided practice. <p style="text-align: right;">CE.19-C.c</p> | Encourage staff and families to provide materials and equipment on a rotating basis. <p style="text-align: right;">CE.19-P.c</p> | |
| | | Select materials and equipment for indoor and outdoor environments that are <i>developmentally appropriate, culturally responsive</i> , engaging, and incorporate elements of the languages spoken in the home. <p style="text-align: right;">CE.19-I.d</p> | Select and use materials and equipment that are appropriate for individual learning, developmental levels, <i>special needs</i> , and the languages and <i>cultures</i> in Maryland. <p style="text-align: right;">CE.19-C.d</p> | | |
| | | Demonstrate <i>knowledge</i> of resources. <p style="text-align: right;">CE.19-I.e</p> | | | |



| CURRICULUM & ENVIRONMENT | | | | | |
|--------------------------------------|---|---|--|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 19. Materials & Equipment, continued | | Use materials and resources to plan <i>intentional</i> learning and <i>developmentally appropriate</i> activities. CE.19-I.f | | | |
| | | Ensure materials and supplies are ready, appropriate, adequate, and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills. CE.19-I.g | | | |
| | | ▲ Identify activities and materials that will complement school activities. CE.19-I.h | | | |
| 20. Diversity | Recognize the importance of <i>anti-bias/ cultural responsive</i> practices. CE.20-N.a | Design activities characterized by <i>anti-bias/ cultural responsiveness</i> . CE.20-I.a | Develop, plan, and create an environment that demonstrates a respect for diversity. CE.20-C.a | Analyze current theories and research to support each child’s development, being <i>responsive</i> to diversity. CE.20-P.a | Analyze, evaluate, articulate, and apply <i>anti-bias/ culturally responsive</i> practices that promote curricula and classrooms/learning environments that foster optimal growth and development. CE.20-A |



| CURRICULUM & ENVIRONMENT | | | | | |
|--------------------------|---|--|---|--|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 20. Diversity, continued | Demonstrate respect for each child’s <i>culture</i> , language, and religion. CE.20-N.b | Develop strategies to ensure that multi- <i>cultural</i> experiences are embedded in daily activities. CE.20-I.b | Model strategies and help others understand methods for creating <i>anti-bias/ culturally responsive</i> classrooms/learning environments. CE.20-C.b | Provide <i>professional development</i> to improve understanding and skills for interacting with diverse children, youth, and families in <i>respectful</i> ways. CE.20-P.b | |
| | | Foster respect for diversity both in individual and group interactions. CE.20-I.c | | | |
| | | Implement teaching methods and practices that are <i>responsive to anti-bias/ cultural diversity</i> . CE.20-I.d | | | |
| 21. Inclusion | Make <i>accommodations</i> and/or <i>modifications</i> of the curriculum and the environment to meet the individual learning styles of <i>all children and youth</i> , supporting <i>IFSPs</i> and <i>IEPs</i> , and <i>504s</i> as appropriate. CE.21-N | Demonstrate an understanding of <i>inclusionary practices</i> and how to recognize and plan for the individual learning styles of <i>all children and youth</i> . CE.21-I.a | Recognize and plan for the individual learning styles of <i>all children and youth</i> , adapting the environment and curriculum as appropriate. CE.21-C.a | Analyze, evaluate, and make <i>accommodations, adaptations, and modifications</i> to meet the individual learning styles of <i>all children and youth</i> . CE.21-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> to explore new and better ways to optimize curricula and classrooms/learning environments to meet the learning styles of every child and youth. CE.21-A.a |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|----------------------------------|--|---|--|--|---|
| 21. Inclusion, continued | | Accommodate activities and the environment to meet each child or youth’s needs (<i>differentiated instruction</i>), including those with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. | Plan and implement <i>evidence-based</i> activities that support <i>inclusion</i> . | At the program level, promote and support <i>inclusionary practices</i> . | Advocate for quality standards and licensing regulations to promote <i>evidence-based best practices</i> and <i>inclusion</i> to support children and youth with atypical development. |
| | | CE.21-I.b | CE.21-C.b | CE.21-P.b | CE.21-A.b |
| 22. Gifted & Talented | Recognize the need to make changes and/or additions to the curriculum to meet the individual learning styles of <i>all children and youth</i> , including the gifted and talented. | Demonstrate an understanding of <i>differentiated instruction</i> to meet the need for acceleration, complexity, and depth of study for gifted and talented children and youth. | Identify and plan for the individual learning styles of gifted and talented children and youth, adjusting the environment and curriculum as appropriate (<i>differentiated instruction</i>). | At the program level, support gifted and talented children and youth by selecting professionally qualified teachers, <i>professional development</i> , and a management structure which delineates the roles and responsibilities for gifted and talented programs and services. | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> to explore new and better ways to optimize curricula and classrooms/learning environments to meet the learning styles of gifted and talented children and youth. |
| | CE.22-N | CE.22-I.a | CE.22-C.a | CE.22-P | CE.22-A.a |
| | | Include <i>all children’s/ youth’s</i> interests and levels of <i>knowledge</i> and ability. | As appropriate, plan and implement <i>evidence-based</i> activities that support gifted and talented children and youth. | | Advocate for quality standards and licensing regulations to promote <i>evidence-based best practices</i> and programs to support gifted and talented children and youth. |
| | | CE.22-I.b | CE.22-C.b | | CE.22-A.b |



CURRICULUM & ENVIRONMENT

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|---|--|------------|----------|
| 22. Gifted & Talented, continued | | Provide for continuous progress that meets the abilities of all children/youth and focuses on their areas of strength. <p style="text-align: right;">CE.22-I.c</p> | Differentiate the instructional program to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented children and youth. <p style="text-align: right;">CE.22-C.c</p> | | |
| | | Include, as appropriate, inquiry learning, advanced problem-solving, enrichment cluster, and acceleration. <p style="text-align: right;">CE.22-I.d</p> | Modify content, instructional strategies, products (opportunities to demonstrate and apply learning), and the classroom/learning environment to meet the needs of gifted and talented children and youth. <p style="text-align: right;">CE.22-C.d</p> | | |





OBSERVATION, SCREENING & OTHER ASSESSMENTS

Maryland's child and youth care professionals working with birth through *adolescence*⁵ should:

- Understand the goals, benefits, and uses of *observation*, *developmental screening*, and *assessment*.
- Use *observation*, *developmental screening*, documentation, and other appropriate *assessment* tools and approaches
- Understand and practice responsible *observation*, *developmental screening*, and *assessment* to promote positive outcomes for each child and youth
- Engage family members and colleagues from other disciplines in assessing the development, strengths, and needs of children and youth
- Provide ongoing opportunities to discuss assessment data, observations, and concerns with families.

(Adapted from *NAEYC Standards for Early Childhood Professional Preparation Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding *observation*, *developmental screening*, and other *assessments*. Maryland defines *core knowledge* of *observation*, *developmental screening*, and other *assessments* as knowing and implementing the following key topics:

- Appropriate *evaluation* of *all children and youth*
- *Screening* of children birth to age 5
- *Evaluation* of child and youth care programs
- Documentation of growth and learning and social emotional development
- Utilization of informal and formal *assessments* to plan activities, individualize programs, improve program quality, and make referrals as appropriate
- Appropriate communication with families regarding *assessment* and *developmental screening* information and assistance with making referrals if necessary
- *Confidentiality* concerning *assessment* outcomes.

⁵ Italicized terms are defined in the glossary.



Competencies

The *knowledge* of *observation*, *developmental screening*, and other *assessments* is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “OSA.6-I.b” instead of “Domain: Observation, Screening & Other Assessments; sixth *Core of Knowledge* area: *Program Assessment*; Level: Intermediate; second *competency*”).⁶

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Observation, Screening & Other Assessments *competencies* are grouped into *core of knowledge* areas:

1. *Assessment Knowledge*
2. *Assessment Procedures*
3. *Developmental Screening*
4. *Observation: Progress monitoring*
5. *Documentation of Assessment*
6. *Program Assessment*
7. *Families*
8. *Confidentiality.*



⁶ Competencies marked by a triangle (▲) refer to school-age care.

| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|--|---|---|--|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. <i>Assessment Knowledge</i> | Recognize the importance of observing and gathering information relating to <i>all children and youth's</i> social, emotional, cognitive (including language), and physical development. | Observe, identify and discuss the importance of using a variety of <i>assessment</i> methods for the documentation of social, emotional, cognitive (including language), and physical development on an on-going basis. | Identify and plan for the documentation of social, emotional, cognitive (including language), and physical development using methods/instruments which: <ul style="list-style-type: none"> ▪ Are reliable and valid ▪ Are sensitive to dual language learners and/or children and youth with <i>special needs</i> ▪ Provide information on potential needs for professional <i>evaluation</i> ▪ Include both formal and informal methods ▪ Are age-appropriate ▪ Identify children's interests and needs. | Orient, train, support, and communicate with staff about <i>assessment</i> methods for the documentation of <i>all children and youth's</i> social, emotional, cognitive (including language), and physical development. | Analyze, evaluate, articulate, and apply current research to <i>evidence-based best practices</i> and policies on <i>assessment</i> . |
| | OSA.1-N | OSA.1-I | OSA.1-C | OSA.1-P | OSA.1-A |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|---|--|--|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. Assessment Procedures | Follow instructions for implementing <i>assessment</i> plans, maintaining records, and collecting work samples. | Identify sources of <i>assessment</i> data (e.g., <i>observations</i> , parental interviews, work samples, and anecdotal records) to document social, emotional, cognitive (including language), and physical development, behaviors, and interests on a periodic and ongoing basis. | Create systematic plans and procedures for periodic and ongoing assessment of children and youth in all areas of behavior and development. | Analyze, evaluate, and modify <i>assessment</i> procedures by planning, implementing, evaluating, and revising as needed with attention to: <ul style="list-style-type: none"> ▪ Staff training ▪ Sensitivity towards <i>cultural</i> and linguistic backgrounds ▪ Periodic health and development milestones ▪ Follow-up with norm-referenced <i>assessment</i> where indicated ▪ <i>Adaptation</i> of curriculum based on <i>assessment</i> ▪ Procedures for intervention if needed. | Advocate for licensing regulations and quality standards to ensure the use of reliable and valid <i>assessments</i> that are sensitive to dual language learners and/or children with <i>special needs</i> . |
| | OSA.2-N | OSA.2-I.a | OSA.2-C | OSA.2-P | OSA.2-A |
| | | Identify children/youth with demonstrated or potential giftedness. | | | |
| | | OSA.2-I.b | | | |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|---|--|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 3. <i>Developmental Screening</i> | Recognize the importance of and the uses of <i>developmental screenings</i> . | Understand the differences between <i>developmental screening</i> and other types of <i>assessment</i> in early childhood. | Create systematic plans and procedures for <i>developmental screening</i> by: <ul style="list-style-type: none"> Using <i>developmental screening</i> tools that are valid, reliable, and sensitive to <i>cultural</i> and linguistic backgrounds Creating schedules for <i>developmental screening</i> and <i>assessment</i> data Creating systems for the maintenance of accurate records. | Analyze, evaluate, and modify <i>developmental screening</i> procedures by planning, implementing, evaluating, and revising as needed with: <ul style="list-style-type: none"> Staff training Sensitivity towards <i>cultural</i> and linguistic backgrounds Follow-up with norm-referenced <i>assessment</i> where indicated Procedures for intervention if warranted. | Analyze, evaluate, articulate, and apply current theory, research, and policy on appropriate <i>developmental screening</i> to identify children who are at risk for development delay. |
| | OSA.3-N | OSA.3-I.a | OSA.3-C.a | OSA.3-P.a | OSA.3-A.a |
| | | Implement age-appropriate methods of <i>developmental screening</i> for children birth to age 5 in accordance with Maryland regulations. | Collaborate with qualified staff or specialists to administer <i>developmental screening</i> . | Provide learning opportunities for staff, colleagues, and families on the use, benefits, and limitations of <i>developmental screening</i> . | Facilitate the provision of training for early childhood professionals who conduct <i>developmental screening</i> of young children. |
| | | OSA.3-I.b | OSA.3-C.b | OSA.3-P.b | OSA.3-A.b |
| | | | Provide follow-up recommendations to families for children in need of further <i>assessment</i> or intervention. | Develop program guidelines related to <i>developmental screening</i> . | Advocate for licensing regulations and quality standards that support using <i>developmental screening</i> to identify children who are at risk for developmental delays and need further screening. |
| | | | OSA.3-C.c | OSA.3-P.c | OSA.3-A.c |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|---|---|---|--|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 3. <i>Developmental Screening</i> , continued | | | | Monitor for compliance with Maryland regulations regarding <i>developmental screenings</i> . OSA.3-P.d | |
| 4. <i>Observation: Progress Monitoring</i> | Recognize that <i>observation</i> is a central method of documenting the social, emotional, cognitive (including language), and physical development of children and youth and plays an important role in the weekly planning process and daily schedules. OSA.4-N | Understand the goals, benefits, and uses of <i>observation</i> to document the social, emotional, cognitive (including language), and physical development of children and youth and to assist in the weekly planning process and daily schedules. OSA.4-I.a | Identify and plan for the use of <i>observation</i> to document the social, emotional, cognitive (including language), and physical development of children and youth and to assist in the weekly planning process and daily schedules. OSA.4-C.a | Analyze, evaluate, and modify <i>observation</i> and progress monitor procedures by planning, implementing, evaluating, and revising as needed. OSA.4-P.b | Facilitate the provision of training for early childhood professionals to develop skills in <i>observation</i> and progress monitoring of children and youth. OSA.4-A |
| | | Use on-going <i>assessment</i> to: <ul style="list-style-type: none"> Modify or adapt activities, learning opportunities, and instruction as needed Inform minute-to-minute decision making. OSA.4-I.b | Use <i>assessment</i> data to create learning experiences based on daily <i>observations</i> and monitoring of individual interests, needs, and skills (<i>differentiated instruction</i>). OSA.4-C.b | Support and guide the staff in use of <i>developmentally appropriate developmental screenings</i> and <i>assessments</i> to <i>intentionally</i> plan learning in all domains for typical and atypical development. OSA.4-P.b | |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|---|---|---|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. Documentation of Assessment | Recognize the importance of accurate and efficient documentation of <i>observations</i> and <i>assessments</i> . OSA.5-N.a | Organize observational information (e.g., <i>observations</i> , family interviews, work samples, etc.). OSA.5-I.a | Develop efficient, effective processes for accurately documenting <i>assessment</i> information. OSA.5-C | Analyze, evaluate, and modify documentation methods as needed. OSA.5-P | Analyze, evaluate, articulate, and apply current research to <i>evidence-based best practices</i> and policies on documentation of <i>observation</i> , <i>developmental screening</i> , and <i>assessment</i> . OSA.5-A |
| | Document accurate and objective <i>observations</i> using a variety of methods (e.g., notes, audiotapes, photographs, etc.). OSA.5-N.b | Maintain accurate, objective records of <i>observations</i> , <i>developmental screenings</i> , and <i>assessments</i> . OSA.5-I.b | | | |
| | Implement strategies to organize observational information (e.g., <i>observations</i> , portfolios, etc.). OSA.5-N.c | | | | |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|--|---|---|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 6. Program Assessment | Recognize that program <i>assessment</i> is a central method of improving the level of quality in child and youth care environments. | Understand the goals, benefits, and uses of program <i>assessment</i> to assess the level of quality of child and youth care environments. | Identify and create systematic plans and procedures to assess the level of quality of child and youth care environments. | Develop policies and procedures based on <i>best practices</i> that support learning through ongoing <i>assessment</i> of child and youth care professionals and the environment. | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding for program <i>evaluation</i> . |
| | OSA.6-N | OSA.6-I.a | OSA.6-C.a | OSA.6-P.a | OSA.6-A |
| | | Actively participate in program <i>assessment</i> activities and use results to: <ul style="list-style-type: none"> ▪ Modify or adapt the learning environment to improve the quality of the environment ▪ Modify or adapt teaching strategies or skills ▪ Inform decision making. | Implement program <i>assessment</i> using a valid rating scale, such as ITERS-R, PAS/BAS/CLASS, or an accreditation self-study or validation tool for: <ul style="list-style-type: none"> ▪ Staff training ▪ Sensitivity to <i>cultural</i> and linguistic backgrounds ▪ Periodic health and development milestones ▪ Follow-up with norm-referenced <i>assessment</i> where indicated ▪ Adaptation of curriculum. | Assess data gathered during program <i>evaluation</i> and use result for program improvement, decision making, and accountability. | |
| | | OSA.6-I.b | OSA.6-C.b | OSA.6-P.b | |
| | | | Create opportunities for <i>all children and youth</i> to evaluate and contribute to program planning and <i>evaluation</i> . | Support effective teaching practices through <i>evaluation</i> and training. | |
| | | | OSA.6-C.c | OSA.6-P.c | |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|---|---|--|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 7. Families | Recognize the importance of listening attentively to information shared and using information obtained to inform planning. OSA.7-N.a | Engage in a systematic approach to ensure on-going communication with families. OSA.7-I.a | Demonstrate and assist others with the development of effective communication skills. OSA.7-C.a | Develop, plan, select, and/or create a systematic approach for communication with family members. OSA.7-P.a | Analyze, evaluate, articulate, and apply current theory, research, and policy on effective communication with families. OSA.7-A.a |
| | Recognize the importance of sharing <i>developmental screening</i> and <i>assessment</i> results with families at appropriate times and ways. OSA.7-N.b | Observe, identify, and discuss the importance of using a variety of formal and informal methods to share <i>observations</i> and <i>assessments</i> in a <i>respectful</i> and sensitive manner. OSA.7-I.b | Plan and implement regular (two or three times a year) conferences to share: <ul style="list-style-type: none"> Child's progress <i>Assessment</i> results. OSA.7-C.b | Analyze, evaluate, and modify policies and procedures to guide staff in the implementation of conferences with families and the sharing of <i>assessment</i> results. OSA.7-P.b | Advocate for licensing regulations and quality standards to ensure the ethical and <i>respectful</i> use of language and terminology. OSA.7-A.b |
| | Recognize the importance of <i>people-first language</i> when referring to a child with <i>special needs</i> (e.g., child with visual impairment rather than visually-impaired child). OSA.7-N.c | Complete and analyze ongoing <i>assessments</i> , tracking progress of individual children and youth. OSA.7-I.c | Exhibit positive and constructive methods for sharing <i>assessment</i> information. OSA.7-C.c | Analyze, evaluate, and implement policies and procedures to ensure negative labels are not used when sharing <i>assessment</i> information with colleagues or family members. OSA.7-P.c | |
| | Comply with Maryland regulations concerning communication with families. OSA.7-N.d | Observe, identify, and discuss the importance of using <i>respectful</i> language, consistently and helping others learn the value of this approach. OSA.7-I.d | Share <i>assessment</i> information that results in collaborative plans to optimize development. OSA.7-C.d | | |



| OBSERVATION, SCREENING & OTHER ASSESSMENTS | | | | | |
|--|--|---|---|--|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 8. Confidentiality | Recognize the importance of maintaining <i>confidentiality</i> of <i>assessment</i> outcomes at all times. | Observe, identify, and discuss the importance of demonstrating sensitivity to and maintaining <i>confidentiality</i> guidelines when communicating and collaborating with families and other professionals. | Develop, plan, and implement a systematic approach to maintaining <i>confidentiality</i> of individual child and youth <i>assessment</i> results. | Inform staff and families of the <i>confidentiality</i> guidelines that include information on: <ul style="list-style-type: none"> Who has access to child or youth's records Laws and regulations regarding family members' right to gain access to files with special attention to legal issues (e.g., foster parents, non-custodial parents, or designated caregivers). | Advocate for licensing regulations and quality standards to ensure the adherence to current laws and regulations governing all matters involved in the area of <i>confidentiality</i> . |
| | OSA.8-N | OSA.8-I.a | OSA.8-C | OSA.8-P | OSA.8-A |
| | | Implement <i>confidentiality</i> guidelines when communicating and collaborating with families and other professionals. | | | |
| | | OSA.8-I.b | | | |





HEALTH, SAFETY & NUTRITION

Maryland's child and youth care professionals working with children birth through *adolescence*⁷ should:

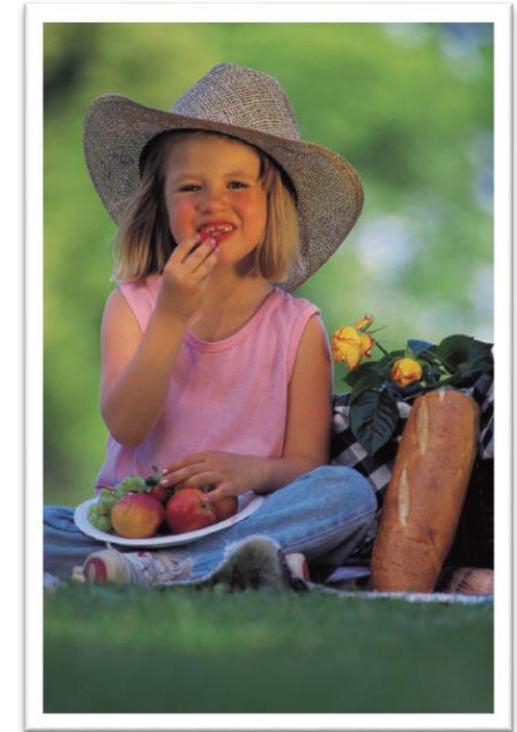
- Establish and maintain safe, healthy environments
- Teach *all children and youth* safe practices to prevent and reduce injuries
- Promote health and good nutrition.

(Adapted from *CDA Essentials for Working with Young Children* 2013)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding health, safety, and nutrition. Maryland defines *core knowledge* of health, safety, and nutrition as knowing and implementing the following key topics:

- Health practices
- Safety management practices
- Illness and injury prevention and emergency preparedness
- Nutrition for *all children and youth*
- Health record keeping and policy considerations
- Identification and reporting of abuse, neglect and injurious treatment
- Sanitation practices and procedures
- Appropriate supervision of *all children and youth* at all times.



^{7 7} Italicized terms are defined in the glossary.



Competencies

The *knowledge* of health, safety, and nutrition is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

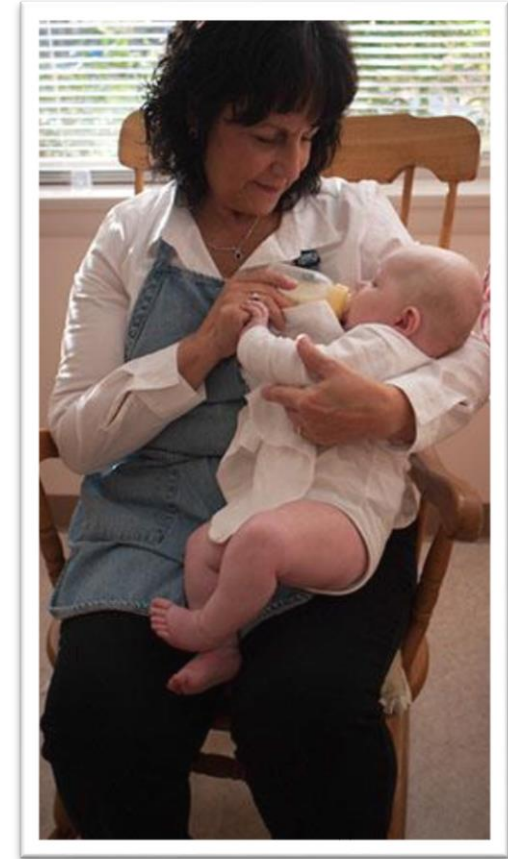
The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “HSN.1-N.a” instead of “Domain: Health, Safety & Nutrition; first *Core of Knowledge* area: Health; Level: Novice; first *competency*”).⁸

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Health, Safety & Nutrition *competencies* are grouped into *core of knowledge* areas:

1. Health
2. Safety
3. Prevention & Emergencies
4. Nutrition
5. Policies & Procedures
6. Abuse, Neglect & Injurious Treatment
7. Sanitation
8. Supervision



⁸ Competencies marked by a triangle (▲) refer to school-age care.



HEALTH, SAFETY & NUTRITION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------|---|--|--|--|--|
| 1. Health | Promote child and youth health by ensuring that health practices are implemented throughout daily routines and activities. HSN.1-N.a | Articulate components of safe and healthful indoor environments. HSN.1-I.a | Promote health by providing or modeling information with families and staff on relevant topics and current trends in a <i>culturally responsive</i> manner. HSN.1-C.a | Articulate all policies and procedures regarding health and safety regulatory requirements to staff and families. HSN.1-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding health in child and youth care settings. HSN.1-A |
| | Maintain current CPR and First Aid certification. HSN.1-N.b | Articulate components of safe and healthful outdoor environments. HSN.1-I.b | Stay current in topics related to health and safety, and nutrition, as appropriate. HSN.1-C.b | Provide <i>professional development</i> opportunities in current health and safety topics. HSN.1-P.b | |
| | Recognize and respond to signs and symptoms of illness and injury in children and youth. HSN.1-N.c | Know community social service, health, and education resources and how to access those resources to meet the needs of families. HSN.1-I.c | | Share with staff and/or colleagues information regarding current health and safety topics. HSN.1-P.c | |
| | Follow program guidelines for dental hygiene. HSN.1-N.d | | | | |
| | Maintain a clean, sanitary, and safe space. HSN.1-N.e | | | | |



| HEALTH, SAFETY & NUTRITION | | | | | |
|----------------------------|---|--|--|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Health, continued | Recognize the physical or behavior changes that may indicate the presence of illness or stress in a child or youth's environment. HSN.1-N.f | | | | |
| | Recognize the importance of regular health <i>screenings</i> and referrals, including oral health <i>screening</i> and referrals. HSN.1-N.g | | | | |
| 2. Safety | Implement safety rules and practices, enforcing them consistently, including the safe use of equipment and both indoor and outdoor spaces. HSN.2-N.a | Develop safety rules and practices for the individual classroom/learning environment. HSN.2-I.a | Share information with families about safety resources and how to facilitate <i>all children's and youth's</i> understanding and use of safety practices. HSN.2-C | Develop, articulate and regularly update program safety rules and practices. HSN.2-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding safety for children birth through <i>adolescence</i> . HSN.2-A |
| | Recognize the importance of soliciting <i>all children or youth's</i> input in the development of safety rules for both indoor and outdoor spaces. HSN.2-N.b | Include <i>all children or youth</i> in the development of safety rules. HSN.2-I.b | | Meet standards for safety, toxicity, construction, and cleanliness. HSN.2-P.b | |



| HEALTH, SAFETY & NUTRITION | | | | | |
|-----------------------------|---|---|---|--|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. Safety, continued | | Facilitate <i>all children or youth's</i> understanding of safety rules and practices. HSN.2-I.c | | Manage the environment to provide not only physical safety but also emotional safety. HSN.2-P.c | |
| | | Identify and use community safety resources. HSN.2-I.d | | | |
| 3. Prevention & Emergencies | Implement practices for: <ul style="list-style-type: none"> ▪ The identification, prevention, and appropriate treatment of communicable diseases and illnesses ▪ The prevention and appropriate treatment of injuries ▪ Emergency preparedness practices. HSN.3-N.a | Identify appropriate practice for the identification, prevention, treatment, and reporting of communicable diseases and illnesses. HSN.3-I.a | Create policies to reduce the spread of illness, infection, and disease. HSN.3-C.a | Develop and update safety, emergency, and disaster plans, at a minimum annually and additionally as needed. HSN.3-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding the prevention of illness and communicable diseases in programs and communities. HSN.3-A.a |



| HEALTH, SAFETY & NUTRITION | | | | | |
|--|--|--|---|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 3. Prevention & Emergencies, continued | Practice fire, shelter-in-place, and evacuation drills as required by regulation. HSN.3-N.b | Inspect and modify the indoor and outdoor environments to promote safety and prevent injuries. HSN.3-I.b | Design and continually inspect the indoor and outdoor environments to promote safety and prevent injuries. HSN.3-C.b | Develop and implement strategies and scenarios to practice shelter-in-place and evacuation drills. HSN.3-P.b | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding emergency policies and procedures. HSN.3-A.b |
| | | Identify and use <i>community resources</i> for: <ul style="list-style-type: none"> ▪ The prevention of injuries ▪ Health ▪ Emergency response. HSN.3-I.c | Articulate to families the program’s policies and procedures for responding to communicable diseases and emergency situations. HSN.3-C.c | | |
| | | | Communicate to staff, families, and others when drills will occur. HSN.3-C.d | | |
| 4. Nutrition | Understand the importance of nutritious snacks and/or meals. HSN.4-N.a | Incorporate <i>active learning</i> in nutrition lessons. HSN.4-I.a | Engage <i>all children, youth,</i> and families in learning about healthful food choices and habits. HSN.4-C.a | Understand the nutritional needs of <i>all children and youth</i> (infants-school age) and support those needs through menu planning. HSN.4-P.a | Collaborate with public agencies, professional colleagues, families, and the community in advocating for healthy, <i>culturally responsive,</i> nutritious meals. HSN.4-A |



HEALTH, SAFETY & NUTRITION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--------------------------------|--|--|---|--|----------|
| 4. Nutrition, continued | Follow Maryland food safety regulations for handling and storage of food. HSN.4-N.b | Identify the nutritional needs of <i>all children and youth</i> in order to promote healthy growth and development. HSN.4-I.b | Identify strategies and provide resources to families regarding nutrition and health care needs. HSN.4-C.b | Develop policies and procedures to support the nutritional needs of <i>all children and youth</i> . HSN.4-P.b | |
| | Model and encourage healthful food choices and habits. HSN.4-N.c | | Develop menus under Child and Adult Care Food Program (CACPF) guidelines. HSN.4-C.c | | |
| | Recognize the importance of the nutritional needs of <i>all children and youth</i> (infants-school age). HSN.4-N.d | | | | |
| | Be aware of and support each child's <i>cultural</i> , medical, and allergic considerations related to nutrition. HSN.4-N.e | | | | |



HEALTH, SAFETY & NUTRITION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------------------------|--|--|---|--|--|
| 5. Policies & Procedures | Learn and comply with laws, policies and practices addressing indoor and outdoor environmental health and safety (e.g., fire drill, emergency evacuation, hazards chemicals, and bodily fluids management). HSN.5-N.a | Implement policies and procedures for the documentation of child and youth and family health history, medication, growth, allergies, immunizations, hospitalizations, <i>special needs</i> , etc. HSN.5-I.a | Articulate and share with families and others rationale for policies and procedures. HSN.5-C | Develop policies and procedures that promote a healthy and safe classroom/ learning environment that is in compliance with all regulations. HSN.5-P.a | Analyze, evaluate, and apply current <i>knowledge</i> and <i>evidence-based best practices</i> regarding policies and procedures for health, safety, and nutrition. HSN.5-A.a |
| | Learn and comply with laws, policies, and practices for health, <i>confidentiality</i> , safety, and nutrition. HSN.5-N.b | Ensure compliance with <i>ADA</i> requirements. HSN.5-I.b | | Oversee all regulations, program policies, and procedures regarding health and safety, monitoring staff and families. HSN.5-P.b | Collaborate with the community and relevant agencies to promote health, safety, and nutrition policies that benefit <i>all children and youth</i> . HSN.5-A.b |
| | Know individual children and youth’s use of medication and follow State-regulated procedures for the administration, documentation, and storage of medications. HSN.5-N.c | | | Communicate program policies to families. HSN.5-P.c | |
| | Follow policy for notifying families of the need for refills and the pick-up of extra medication. HSN.5-N.d | | | Obtain and keep in a secure location documentation related to the health of <i>all children and youth</i> and/or family members. HSN.5-P.d | |



| HEALTH, SAFETY & NUTRITION | | | | | |
|---|--|---|--|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. Policies & Procedures, continued | Monitor for up-to-date immunizations and routine health <i>screenings</i> . HSN.5-N.e | | | Review all documentation including health inventory and medical information submitted for children and youth to ensure licensing compliance, and determine any additional care that an individual may need, including medication administration. HSN.5-P.e | |
| | Document and report accidents involving children and youth following policy and regulation. HSN.5-N.f | | | | |
| | Understand the requirements of the <i>ADA</i> . HSN.5-N.g | | | | |
| 6. Abuse, Neglect & Injurious Treatment | Know signs of child/youth abuse and neglect. HSN.6-N.a | Implement established procedures for documenting and reporting possible occurrences in an immediate and <i>responsive</i> way. HSN.6-I | Maintain and share current <i>knowledge</i> regarding the recognition, documentation, and reporting of possible abuse, neglect, or injurious treatment. HSN.6-C | Provide ongoing staff training in the reporting of child/youth abuse, neglect, and injurious treatment. HSN.6-P.a | Engage resources in the community to address and prevent abuse, neglect, and injurious treatment. HSN.6-A |



| HEALTH, SAFETY & NUTRITION | | | | | |
|--|---|--|--|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 6. Abuse, Neglect & Injurious Treatment, continued | Understand and adhere to role as a <i>mandated reporter</i> , addressing concerns about child/youth abuse and neglect according to regulation and law and reporting to appropriate agencies and staff. HSN.6-N.b | | | Develop policies and procedures for reporting child and youth abuse, neglect, and injurious treatment that are aligned with regulations, addressing it in a timely, <i>confidential</i> , and professional manner. HSN.6-P.b | |
| | 7. Sanitation | Implement established cleanliness and sanitation procedures for sanitizing and disinfecting materials, furniture, and equipment to reduce the spread of infection and disease and to prevent infestation. HSN.7-N.a | Understand recommendations from the American Academy of Pediatrics for sanitizing and disinfecting materials, furniture, and equipment. HSN.7-I.a | Assess and adapt procedures to meet local, state, and federal laws and regulations regarding sanitation, cleanliness, and disposal of refuse. HSN.7-C | Promote a healthy environment by ensuring training on sanitation (e.g., hand washing, diapering, feeding, and sanitation practices and procedures). HSN.7-P.a |
| Dispose of refuse according to Maryland guidelines and regulations. HSN.7-N.b | | Establish a sanitation schedule to reduce the spread of infection and disease. HSN.7-I.b | | Monitor implementation of all sanitation practices, policies, and procedures. HSN.7-P.b | |



HEALTH, SAFETY & NUTRITION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------|--|---|---|--|--|
| 8. Supervision | Maintain proper supervision and appropriate child/youth to adult ratios. HSN.8-N.a | Continuously monitor the environment for appropriate and sufficient supervision of each and every child and youth. HSN.8-I.a | Regularly review and recommend updates to the environment, policies, and procedures regarding the appropriate supervision of each and every child and youth. HSN.8-C | Establish, monitor, and revise as needed policies, procedures, and systems for supervision and for ensuring that children and youth are released to authorized persons only, including topics such as additional precautions around restraining orders. HSN.8-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> for the supervision of <i>all children and youth</i> . HSN.8-A |
| | Follow program policies and procedures related to the release of children and youth to authorized persons only. HSN.8-N.b | Ensure that appropriate child/youth to adult ratios are maintained. HSN.8-I.b | | Check that child and youth care professionals are present in the program space at all scheduled times. HSN.8-P.b | |
| | Follow program policies and procedures related to adult access to the program. HSN.8-N.c | Ensure that child and youth care professionals follow proper procedures for releasing children and youth to authorized persons only. HSN.8-I.c | | | |
| | ▲ Follow program policies for the arrival and releasing of children and youth. HSN.8-N.d | ▲ Supervise entrances for security. HSN.8-I.d | | | |



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EFFECTIVE INTERACTIONS

Maryland's child and youth care professionals working with children birth through *adolescence*⁹ should:

- Understand and implement positive relationships and supportive interactions as the foundation of their work with children, youth, families, colleagues, and communities
- Know and understand effective strategies and tools for child and youth care, using a broad repertoire of *developmentally appropriate* teaching/learning approaches.

(Adapted from *NAEYC Standards for Early Childhood Professional Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding effective interactions. Maryland defines *core knowledge* of effective interactions as knowing and implementing the following key topics:

- Positive and nurturing relationships that demonstrate respect, psychological safety and attachment, *respectful* voice tones, trust, and respect of diversity and accepting individual differences
- Questioning and interaction strategies and quality feedback that extend learning and development
- Group process and structure and effective classroom management
- Various forms of communication, with attentive listening, verbal and non-verbal expression and oral communication strategies
- Guidance through expectations for behavior and *respectful* interactions, promoting autonomy, *self-regulation* and *prosocial* skills, and addressing challenging behaviors and conflict resolution
- Positive and reciprocal partnerships with families that facilitate deeper understanding of values and needs.



⁹ Italicized terms are defined in the glossary.

Competencies

The *knowledge* of effective interactions is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “EI.1.A-I.a” instead of “Domain: Effective Interactions; first *Core of Knowledge* area: Relationships; first Subtopic: Respect; Level: Intermediate; first *competency*”).¹⁰

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Effective Interactions *competencies* are grouped into *core of knowledge* areas:

1. Relationships
 - A. Respect
 - B. Psychological Safety & Attachment
 - C. *Respectful Voice Tones*
 - D. Trust
 - E. Diversity
 - F. Differences



¹⁰ Competencies marked by a triangle (▲) refer to school-age care.

2. Interaction Strategies
 - A. *Concept Development*
 - B. Feedback
3. Group Interactions
 - A. Group Process & Structure
 - B. Classroom Management
4. Communication
 - A. Atmosphere
 - B. Forms of Communication
 - C. Listening
 - D. Verbal & non-verbal Communication
 - E. Oral Communication Strategies
5. Guidance
 - A. Expectations for Behavior
 - B. Expectations for *Respectful* Interactions
 - C. *Autonomy & Self-regulation*
 - D. *Prosocial* Skills
 - E. Management of Change
 - F. *Prosocial* Behaviors
 - G. Challenging Behaviors
 - H. Conflict Resolution
6. Family Partnerships



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--------------------------------------|---|--|--|---|--|
| 1. Relationships A. Respect | Recognize the need to be <i>respectful</i> , nurturing and showing mutual consideration between adults and children/youth, children/youth and adults, and among children/youth. EI.1.A-N | Understand the importance of respect for individual differences in temperament, abilities, and social-emotional development. EI.1.A-I.a | Use <i>knowledge</i> of child development theory to adjust expectations and create an environment that fosters respect between adults and children/youth, children/youth and adults, and among children/youth. EI.1.A-C | Model respect in all interactions with children, youth, teachers, professionals, families, and community members. EI.1.A-P.a | Promote <i>evidence-based best practices</i> to facilitate a positive classroom/ learning environment, group, or program climate. EI.1.A-A.a |
| | | Demonstrate respect for each child and youth, using eye contact; speaking in a warm, calm voice; using appropriate body orientation; using <i>respectful</i> language; and engaging in cooperation and/or sharing. EI.1.A-I.b | | Develop, plan, and create program policies to honor and affirm <i>cultural</i> , linguistic, developmental, and individual differences. EI.1.A-P.b | Analyze, evaluate, articulate, and apply current theory, research, and policy to promote positive interactions between children/youth and adults. EI.1.A-A.b |
| B. Psychological Safety & Attachment | Recognize the importance of continuity, consistency, and <i>responsiveness</i> in supporting each child and youth’s emotional development. EI.1.B-C | Understand the importance of building trusting relationships with <i>all children and youth</i> . EI.1.B-I.a | Develop, plan, and create a classroom/ learning environment with predictability, and physical and emotional safeguards to enhance each child and youth’s self-concept, <i>self-regulation</i> , and self-esteem. EI.1.B-C.a | Analyze, evaluate, and modify the program to ensure predictability, and physical and emotional safeguards to enhance each child and youth’s self-concept, <i>self-regulation</i> , and self-esteem. EI.1.B-P.a | Promote <i>evidence-based best practices</i> to facilitate psychological safety and secure attachments, including <i>continuity of care</i> for infants and toddlers (birth to age 3.) EI.1.B-A.a |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 1. Relationships B. Psychological Safety & Attachment, continued | | Engage in interactions that support individuals' emotional needs by maintaining physical proximity and speaking with a positive affect (e.g., smiling, laughter, enthusiasm, and verbal or physical affection). EI.1.B-I.b | Care for emotional needs, daily providing individual attention to each child/youth. EI.1.B-C.b | Develop staffing policies that sustain stability and consistency. EI.1.B-P.b | Advocate and facilitate collaboration among child and youth care professionals and key partners to create understanding of <i>continuity of care</i> . EI.1.B-A.b |
| | | | Promote and support <i>continuity of care</i> (same professional over an extended period) when working with children from birth to age 3. EI.1.B-C.c | Provide <i>professional development</i> opportunities for professionals and resources for families about the critical nature of relationships, attachment, <i>responsiveness</i> , and respect. EI.1.B-P.c | Analyze, evaluate, articulate, and apply current theory, research, and policy to promote positive relationships between children/youth and adults. EI.1.B-A.c |
| | | | Model and help others acquire skills for establishing secure attachment relationships and maintaining each child and youth's psychological safety. EI.1.B-C.d | Work to promote retention of staff to ensure continuity for children, youth, and families. EI.1.B-P.d | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|---|--|--|---|---|
| 1. Relationships C. Respectful Voice Tones | Recognize the importance of using a calm and <i>respectful</i> tone of voice and <i>respectful</i> language with <i>all children, youth</i> , families, and colleagues. EI.1.C-N.a | Use a calm, <i>respectful</i> tone of voice and <i>respectful</i> language with <i>all children, youth</i> , families, and colleagues (e.g., no yelling or threats). EI.1.C-I.a | Model and assist others to acquire the necessary skills for maintaining an atmosphere characterized by warm, calm, and <i>respectful</i> voice tones, <i>respectful</i> language, appropriate eye contact, proper body orientation (i.e., at child/youth's level, looking at child/youth when speaking), and giving appropriate non-verbal feedback such as nodding, smiling, or laughing. EI.1.C-C | Develop, plan, and organize the classroom/learning environment to reflect appropriate interaction styles with children, youth, and families. EI.1.C-P.a | Promote <i>evidence-based best practices</i> to facilitate a positive classroom/learning environment, group, or program climate. EI.1.C-A.a |
| | Greet each child or youth as they arrive or at the start of the session. EI.1.C-N.b | Encourage <i>all children and youth</i> to use a <i>respectful</i> tone of voice and <i>respectful</i> language with each other. EI.1.C-I.b | | Provide <i>professional development</i> opportunities for professionals to acquire skills to engage in appropriate interactions with children, youth, families, and colleagues. EI.1.C-P.b | Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive interactions between children/youth and adults, adults and children/youth, and among children/youth. EI.1.C-A.b |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 1. Relationships D. Trust | Recognize the importance of consistency, continuity, and <i>responsiveness</i> in building trusting relationships. EI.1.D-N.a | Engage in positive interactions to create a nurturing emotional climate that provides security for each child/ youth. EI.1.D-I.a | Develop, plan, and organize the classroom/learning environment to reflect the importance of consistency, continuity, and <i>responsiveness</i> in supporting development. EI.1.D-C.a | Analyze, evaluate, and modify the classroom/ learning environment and the program to support each child and youth’s ability to build trust with adults. EI.1.D-P.a | Promote <i>evidence-based best practices</i> to facilitate a positive classroom/ learning environment or group climate. EI.1.D-A.a |
| | Recognize when a child or youth is in distress and requires adult attention. EI.1.D-N.b | Display positive interaction with <i>all children and youth</i> that includes smiling, enthusiasm, and verbal and physical affection. EI.1.D-I.b | Provide for consistency and predictability of: <ul style="list-style-type: none"> ▪ Adults present ▪ Behavioral expectations ▪ Guidance techniques ▪ Routines ▪ Transitions. EI.1.D-C.b | Provide <i>professional development</i> opportunities for professionals, and resources for families regarding the critical nature of relationships, attachment, <i>responsiveness</i> , and respect in building trust with <i>all children and youth</i> . EI.1.D-P.b | Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive interactions between children/youth and adults, adults and children/youth, and among children/youth. EI.1.D-A.b |
| | Recognize the importance of responding to a child or youth’s needs quickly and supportively. EI.1.D-N.c | | | | |
| | Recognize the importance of engaging in positive communication with <i>all children and youth</i> . EI.1.D-N.d | | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|----------------------------------|--|---|--|---|--|
| 1. Relationships E. Diversity | Demonstrate respect for diversity of children and youth’s <i>culture</i> , language, and religion. EI.1.E-N | Foster respect for diversity in both individual and group interactions. EI.1.E-I | Develop, plan and create an environment that serves as a model of respect for diversity for <i>all children, youth</i> , and families. EI.1.E-C | Analyze, evaluate, and implement policies and procedures to ensure the program has strategies for achieving respect for diversity. EI.1.E-P.a | Analyze, evaluate, articulate, and apply current theory, research, and policy on diversity in child and youth care. 5.1.E-A |
| | | | | Provide <i>professional development</i> opportunities to professionals to develop and improve skills for interacting with diverse children, youth, and families in ways that respect all people. 5.1.E-P.b | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 1. Relationships F. Differences | Recognize and respect individual differences in behavior as they are influenced by: <ul style="list-style-type: none"> ▪ Age and stage of development ▪ Family background ▪ <i>Culture</i> ▪ Ability ▪ Temperament ▪ Individual strengths ▪ Interests. | Demonstrate acceptance of and nurture children/youth’s understanding and acceptance of differences among peers. | Demonstrate strategies to assist staff in the development of skills to nurture children or youth’s abilities to accept differences among peers. | Develop, plan, and implement program-wide strategies for promoting acceptance of differences among and between children/youth to affirm each child and youth’s <i>cultural</i> , linguist, developmental, and individual identity. | Provide learning opportunities based on <i>evidence-based best practices</i> research for child and youth care professionals, families, and community members that informs and builds understanding and appreciation for individual differences. |
| | EI.1.F-N | EI.1.F-I.a | EI.1.F-C | EI.1.F-P | EI.1.F-A |
| | | Affirm each child or youth’s <i>cultural</i> , linguist, developmental, and individual identity. | | | |
| | | EI.1.F-I.b | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|---|--|---|
| 2. Interaction Strategies A. Concept Development | Recognize the role of adult and child and youth interactions in facilitating the development of each child and youth’s <i>concept development</i> and analysis and reasoning skills. EI.2.A-N | Implement interaction strategies that encourage <i>all children and youth</i> to ask why and how questions and engage in problem solving. EI.2.A-I | Develop, plan, and implement strategies for promoting effective questioning and interactions that support each child and youth’s <i>concept development</i> and analysis and reasoning skills. EI.2.A-C.a | Analyze, evaluate, and modify program-wide learning strategies that promote each child and youth’s <i>concept development</i> and analysis and reasoning skills. EI.2.A-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based</i> research for each child and youth care professionals that inform understanding of effective questioning and instructional interactions and activities that promote students’ higher-order thinking skills. EI.2.A-A |
| | | | Plan activities that require effective questioning and interactions between adult and <i>all children and youth</i> and includes: <ul style="list-style-type: none"> ▪ Exploration ▪ Brainstorming ▪ Problem solving ▪ Experimentation and prediction ▪ Comparison and classification ▪ Evaluation and summarizing.¹¹ EI.2.A-C.b | Demonstrate <i>best practices</i> for interacting with <i>all children and youth</i> in ways to facilitate <i>concept development</i> and analysis and reasoning skills. EI.2.A-P.b | |

¹¹ This information is based upon La Paro, K., Hamre, B. K., & Pianta, R. C. (2012). *Classroom assessment scoring system (CLASS) manual, toddler*. Baltimore: Paul H. Brookes Publishing Co. and Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system (CLASS) manual, pre-K*. Baltimore, MD: Paul H. Brookes Publishing Co.



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|--|---|---|
| <p>2. Interaction Strategies</p> <p>A. <i>Concept Development, continued</i></p> | | | | <p>Provide <i>professional development</i> for child and youth care professionals to develop and improve effective questioning and instructional interaction skills that promote each child and youth’s higher order thinking skills.</p> <p>EI.2.A-P.c</p> | |
| <p>B. Feedback</p> | <p>Recognize the importance of adult interactions with each child and youth that promote development and learning.</p> <p>EI.2.B-N</p> | <p>Provide responses to children and youth’s ideas, comments, and work that extend learning and development.</p> <p>EI.2.B-I</p> | <p>Develop, plan, and implement strategies for promoting interactions that extend each child and youth’s learning and development.</p> <p>EI.2.B-C.a</p> | <p>Analyze, evaluate, and modify program-wide learning strategies that promote adult to child/youth, child/youth to adult, and child/youth to child/youth interactions to support the development of analysis and reasoning skills.</p> <p>EI.2.B-P.a</p> | <p>Analyze, evaluate, articulate, and apply current <i>knowledge</i>, theories, research, and <i>best practices</i> that inform understanding of instructional interaction skills to promote children and youth’s higher-order thinking skills.</p> <p>EI.2.B-A</p> |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|---|----------|
| <p>2. Interaction Strategies</p> <p>B. Feedback, continued</p> | | | <p>Plan and guide interactive experiences that extend each child and youth’s learning and includes:</p> <ul style="list-style-type: none"> ▪ Open ended questions ▪ Prompting of thought processes ▪ Expansion and elaboration ▪ Rich or descriptive vocabulary ▪ Real-world applications ▪ Connections to children’s/youth’s lives and experiences ▪ Integration of concepts across academic concepts. <p style="text-align: right;">EI.2.B-C.b</p> | <p>Demonstrate <i>best practices</i> for interacting with <i>all children and youth</i> in ways to facilitate analysis and reasoning skills.</p> <p style="text-align: right;">EI.2.B-P.b</p> | |
| | | | | <p>Provide <i>professional development</i> opportunities to child and youth care professionals to develop and improve instructional interaction skills that extend learning.</p> <p style="text-align: right;">EI.2.B-P.c</p> | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|--|---|--|
| 3. Group Interactions A. Group Process & Structure | Recognize the role that adults play in effective interactions and group processes to enhance child and youth development and learning. EI.3.A-N.a | Implement strategies that encourage <i>all children/ youth</i> to participate in all types of learning experiences. EI.3.A-I.a | Develop and model effective strategies for facilitating group interactions. EI.3.A-C.a | Analyze, evaluate, and modify program-wide strategies for promoting positive interactions among <i>all children and youth</i> . EI.3.A-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based</i> research for child and youth care professionals that inform and build understanding of group process and structure. EI.3.A-A.a |
| | ▲ Demonstrate an awareness of age-specific group dynamics. EI.3.A-N.b | Provide appropriate levels of emotional support and supervision for <i>all children and youth</i> . EI.3.A-I.b | Plan and guide activities that include an appropriate balance between child- and youth-led and adult-directed activities. EI.3.A-C.b | Demonstrate <i>developmentally appropriate</i> techniques for promoting positive interactions and managing groups. EI.3.A-P.b | ▲ Analyze, evaluate, and articulate, <i>evidence-based best practices</i> for positive interaction with <i>all children and youth</i> in school-age programs. EI.3.A-A.b |
| B. Classroom Management | Recognize the importance of clear expectations, proactive anticipation of problems, and appropriate redirection of misbehavior. EI.3.B-N | Consistently and fairly enforce behavior rules. EI.3.B-I.a | Develop, plan, and implement appropriate group/classroom management policies (e.g., rules and expectations are clear and understood by all; teachers are consistently proactively monitoring the group/classroom/learning environment; and misbehavior is handled in positive and subtle manners). EI.3.B-C.a | Analyze, evaluate and modify child/youth/ group/classroom management policies to ensure classroom/learning environment expectations are clearly defined and problems and misbehavior are minimized. EI.3.B-P | Analyze, evaluate, articulate, and apply <i>evidence-based</i> research for child and youth care professionals that inform and provide guidance for classroom management. EI.3.B-A.a |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--|---|------------|---|
| 3. Group Interactions B. Classroom Management, continued | | Effectively monitor environments to prevent problems from developing. EI.3.B-I.b | Model effective strategies for appropriate child/youth/group/classroom management. EI.3.B-C.b | | Provide learning opportunities based on <i>evidence-based best practices</i> for child and youth care professionals, families, and community members that informs and builds understanding of effective classroom management. EI.3.B-A.b |
| | | Redirect misbehavior in an appropriate, positive, and constructive manner. EI.3.B-I.c | Use <i>observation</i> and <i>assessment</i> to individualize and improve child/youth/group/classroom management. EI.3.B-C.c | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-----------------------------------|---|--|--|--|--|
| 4. Communication A. Atmosphere | Recognize the impact of a calm, positive, and emotionally supportive environment. EI.4.A-N.a | Engage in relaxed, non-threatening behaviors and interactions that encourage interactions and conversations between the care professional and the child/youth. EI.4.A-I.a | Develop, plan, and implement a calm, positive, and emotionally supportive classroom/learning environment. EI.4.A-C.a | Analyze, evaluate and modify schedule and environment to promote a calm, positive, and emotionally supportive classroom/learning environment. EI.4.A-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding the creation and provision of calm, positive, and emotionally supportive environments that support the learning and development of <i>all children and youth</i> . EI.4.A-A |
| | Recognize the importance of creating a positive emotional climate. EI.4.A-N.b | Provide supportive feedback to questions and concerns posed by children/youth. EI.4.A-I.b | Promote a calm, unhurried daily schedule by allotting time for transitions and allowing for flexibility as needed by the children/youth. EI.4.A-C.b | Provide <i>professional development</i> opportunities to professionals, and resources for families to promote a program-wide sense of calm, positive, and emotionally supportive classroom/learning environment. EI.4.A-P.b | |
| | Contribute to a calm, positive, and emotionally supportive environment. EI.4.A-N.c | Provide comfort, assistance, reassurance, and acceptance of children or youth’s ideas and emotions. EI.4.A-I.c | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|--|---|---|
| 4. Communication B. Forms of Communication | Recognize the importance of interacting frequently with each child and youth through both verbal and non-verbal communication. EI.4.B-N | Understand that communication occurs in both verbal and nonverbal manners (e.g., speaking, signing, listening, reading, writing, body language, paraverbal, etc.). EI.4.B-I.a | Develop, plan, and implement many opportunities throughout the day to build communication skills, facilitate dialogue, and teach turn-taking, negotiating, and problem-solving. EI.4.B-C.a | Analyze, evaluate and modify communication continuously. EI.4.B-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding effective communication strategies. EI.4.B-A |
| | | Engage in frequent, <i>intentional</i> , and supportive exchanges with <i>all children/youth</i> using multiple methods (e.g., eye contact, words, and touch, etc.). EI.4.B-I.b | Adapt interactions with children/youth by respecting individual interaction styles (which are influenced by temperament, <i>culture</i> , linguistic diversity, and individual abilities). EI.4.B-C.b | Demonstrate effective interaction skills that extend and enhance communication throughout the day using greetings, acknowledgements, questions, comments, and directions. EI.4.B-P.b | |
| | | Engage with <i>all children/youth</i> using a variety of forms of communication. EI.4.B-I.c | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 4. Communication C. Listening | Recognize the importance of listening attentively for understanding with <i>all children and youth</i> . EI.4.C-N | Understand the importance of responding sensitively to differences in individual communication styles. EI.4.C-I.a | Engage in responsive listening techniques with <i>all children and youth</i> , focusing carefully on those who have communication challenges (e.g., hearing linguistic, receptive, and/or expressive challenges). EI.4.C-C.a | Analyze, evaluate and modify communication throughout the day. EI.4.C-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding effective listening strategies. EI.4.C-A |
| | | Engage in interactions with <i>all children and youth</i> that demonstrate both active and passive listening to enhance understanding. EI.4.C-I.b | | Demonstrate responsive listening skills with <i>all children and youth</i> , families, and care professionals. EI.4.C-P.b | |
| | | | | Identify resources to assist care professionals in eliminating barriers to communication, including active listening. EI.4.C-P.c | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 4. Communication D. Verbal & Non-verbal Communication | Recognize the impact of using positive verbal and non-verbal skills in response to <i>all children and youth's</i> expressions. EI.4.D-N.a | Understand the importance of understanding and respecting <i>all children and youth's</i> expressions. EI.4.D-I.a | Develop and plan activities that provide opportunities to nurture each child and youth's growing abilities to express thoughts and feelings in constructive ways using positive verbal and non-verbal language. EI.4.D-C.a | Demonstrate and encourage others to develop proficiency in the use of positive and appropriate expression. EI.4.D-P | Promote effective listening strategies based on <i>best practices</i> and current research through <i>professional development</i> for child and youth care professionals and learning opportunities for families. EI.4.D-A |
| | Demonstrate positive, friendly body language (e.g., smiles, good eye contact, etc.). Ask about and/or acknowledge feelings. EI.4.D-N.b | Interact with <i>all children and youth</i> using appropriate and positive verbal and non-verbal responses. EI.4.D-I.b | Encourage physical proximity, matched positive affect, reciprocal interactions, and peer connections. EI.4.D-C.b | | |
| | Circulate and interact with every child/youth. EI.4.D-N.c | | Model and encourage smiling, laughter, enthusiasm, and affection. EI.4.D-C.c | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|---|--|--|
| <p>4. Communication</p> <p>E. Oral Communication Strategies</p> | <p>Recognize the importance of clear and appropriate articulation of sounds and words when communicating.</p> <p>EL4.E-N</p> | <p>Demonstrate the importance of using various strategies to develop language and communication skills.</p> <p>EL4.E-I.a</p> | <p>Facilitate oral communication by using various techniques, such as:</p> <ul style="list-style-type: none"> ▪ Modeling (self-talk) ▪ Parallel talk ▪ Physical and verbal prompting ▪ Restatements ▪ Expanding statements ▪ Referring one child or youth to another. ▪ Interpreting messages between children/youth ▪ Open-ended questions ▪ Role-playing. <p>EL4.E-C</p> | <p>Analyze, evaluate and modify the classroom/ learning environment and program for frequency and quality of communication strategies and modify as needed.</p> <p>EL4.E-P</p> | <p>Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> by providing learning opportunities for child and youth care professionals and families.</p> <p>EL4.E-A</p> |
| | | <p>Create opportunities for conversation including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Naming objects ▪ Naming actions ▪ Naming feelings ▪ Using open-ended questions. ▪ Describing ideas, plans and relationships. <p>EL4.E-I.b</p> | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|--|---|--|
| 5. Guidance A. Expectations for Behavior | Recognize the importance of using <i>knowledge</i> of child development to guide expectations and respond individually to children/youth’s behavior while considering each child/ youth’s age, temperament, language, communication skills, <i>culture</i> , interests, and abilities. EI.5.A.N | Understand the importance of establishing realistic expectations for behavior based also on an individual’s age, developmental stage, attention span, and social, emotional, cognitive (including language), and physical abilities. EI.5.A-I.a | Apply <i>knowledge</i> of child development theory to determine appropriate rules and expectations for <i>all children and youth</i> . EI.5.A-C.a | Model and provide guidance to other adults regarding <i>developmentally appropriate</i> rules and expectations of <i>all children and youth</i> . EI.5.A-P.a | Analyze, evaluate, articulate, and promote current theory and <i>evidence-based</i> research on behavioral rules and expectations to provide guidance for decisions and actions of child and youth care professionals. EI.5.A-A |
| | | Respond to <i>all child and youth</i> behaviors in a consistent and predictable manner. EI.5.A-I.b | Check that rules and expectations for behavior are clearly stated and universally understood. EI.5.A-C.b | Provide <i>professional development</i> opportunities to professionals, and resources for families on the establishment of realistic expectations for behavior based on individual temperament, language, <i>culture</i> , communication skills, and abilities in ways that contribute to learning and development. EI.5.A-P.b | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|--|--|--|--|
| 5. Guidance B. Expectations for Respectful Interactions | Recognize the importance of <i>respectful</i> interactions between adult and child/youth, child/ youth and adult, and between children/youth. EI.5.B-N.a | Demonstrate <i>respectful</i> interactions by using a warm and calm voice, <i>respectful</i> language (e.g., using “please,” “thank you,” and “you’re welcome”), referring to a child/youth by name, and interacting with them at eye-level. EI.5.B-I.a | Develop, plan and create an environment in which <i>all children and youth</i> can learn how to engage in and practice <i>respectful</i> interactions with adults and each other. EI.5.B-C.a | Analyze, evaluate, and modify the environment to ensure <i>all children and youth</i> have opportunities to engage in <i>respectful</i> interactions with other children/youth and adults, both as an individual and as a member of the group. EI.5.B-P.a | Analyze, evaluate, articulate, and promote current theory and <i>evidence-based</i> research and <i>best practices</i> on <i>respectful</i> interactions to provide guidance for child and youth care professionals. EI.5.B-A |
| | Engage with each child or youth in positive ways, supporting, guiding, and reinforcing children/youth as they make appropriate decisions and using positive encouragement when they make inappropriate decisions. EI.5.B-N.b | Engage in <i>respectful</i> interactions with family members and colleagues. EI.5.B-I.b | Assist child and youth care professionals in identifying and expressing their feelings in a <i>respectful</i> manner with <i>all children, youth, families, and other adults</i> . EI.5.B-C.b | Develop policies and procedures that encourage respect and promote <i>respectful</i> interactions with <i>all children, youth, their families, among children/youth, between staff, and throughout the program</i> . EI.5.B-P.b | |
| | Treat children and youth as individuals, respecting individual strengths and needs and encouraging mutual respect. EI.5.B-N.c | | | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|---|---|---|
| <p>5. Guidance</p> <p>C. Autonomy and Self-regulation</p> | <p>Recognize that <i>all children and youth</i> develop independence and a positive sense of self through simple accomplishments and responsibilities.</p> <p>EI.5.C.N</p> | <p>Understand the importance of providing opportunities for <i>all children and youth</i> to be as independent as possible.</p> <p>EI.5.C.I.a</p> | <p>Develop, plan, and create an environment that provides <i>developmentally appropriate</i> opportunities to increase in autonomy and <i>self-regulation</i> appropriate to each child and youth’s level of development. The environment should:</p> <ul style="list-style-type: none"> ▪ Allow <i>all children and youth</i> opportunities to make choices (e.g., choose between acceptable options for food, clothing, or <i>play</i> activities). ▪ Encourage <i>all children and youth</i> to practice simple tasks in increasing responsibility appropriate to their level of development. ▪ Support <i>all children/youth’s</i> developing capacity to engage in self-care. ▪ Assist <i>all children and youth</i> in perspective taking and resolving conflicts with peers. ▪ Respect <i>all children/youth’s</i> choices, ideas, and suggestions. <p>EI.5.C.C</p> | <p>Analyze, evaluate, and modify the environment to ensure <i>all children and youth</i> experience opportunities to develop autonomy and <i>self-regulation</i>.</p> <p>EI.5.C.P.a</p> | <p>Analyze, evaluate, articulate, and promote current theory and <i>evidence-based</i> research using <i>best practices</i> to promote and nurture each child and youth’s development of autonomy and <i>self-regulation</i>.</p> <p>EI.5.C.A</p> |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--|-----------|--|----------|
| <p>5. Guidance</p> <p>C. Autonomy and Self-regulation, continued</p> | | <p>Engage in planned opportunities that nurture autonomy and <i>self-regulation</i> in <i>all children and youth</i>.</p> <p style="text-align: right;">EI.5.C.I.b</p> <p>Encourage children and youth, and families to value education and appreciate the importance of graduating high school and pursuing advanced training or post-secondary education.</p> <p style="text-align: right;">EI.5.C.I.c</p> <p>▲ Report concerns about topics such as gang activity, dating violence, sexual abuse, substance abuse, and mental health concerns.</p> <p style="text-align: right;">EI.5.C.I.d</p> | | <p>Provide <i>professional development</i> opportunities to child and youth care professionals, and resources for families that focus on <i>developmentally appropriate</i> methods of fostering autonomy and <i>self-regulation</i>.</p> <p style="text-align: right;">EI.5.C.P.b</p> | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|---|--|--|---|--|
| 5. Guidance D. Prosocial Skills | Recognize that <i>all children and youth</i> need <i>prosocial</i> skills in order to form healthy friendships and relationships. | Understand the importance of helping each child and youth develop <i>prosocial</i> skills. | Develop, plan, and create an environment where <i>prosocial</i> skills are nurtured, modeled, and encouraged. Encouraged skills should include: <ul style="list-style-type: none"> ▪ Self-calming skills ▪ Being aware of one’s own emotions ▪ Recognizing the feelings of others ▪ Impulse control ▪ Ability to make eye contact ▪ Sharing ▪ Turn taking ▪ Conflict resolution. | Analyze, evaluate, and modify the environment to provide adult to child/youth, child/youth to adult, and child/youth to child/youth experiences that enable children and youth to practice and develop <i>prosocial</i> skills. | Analyze, evaluate, articulate, and promote current theory and <i>evidence-based</i> research on <i>best practices</i> to promote understanding of child development and the importance of <i>prosocial</i> skills. |
| | EI.5.D.N | EI.5.D.I.a | EI.5.D.C | EI.5.D.P.a | EI.5.D.A |
| | | Engage in interactions with <i>all children/youth</i> and adults that demonstrate perspective taking, empathy, self-calming skills, and other <i>prosocial</i> skills and behaviors. | | Provide <i>professional development</i> opportunities to child and youth care professionals, and resources for families that focus on strategies for developing <i>prosocial</i> skills in <i>all children and youth</i> . | |
| | | EI.5.D.I.b | | EI.5.D.P.b | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|---|--|--|
| <p>5. Guidance</p> <p>E. Management of Change</p> | <p>Recognize the impact of unexpected changes on children/youth.</p> <p>EI.5.E.N</p> | <p>Understand the need to plan for and schedule anticipated changes with attention to minimizing anxiety and disruption to the daily schedule.</p> <p>EI.5.E.I.a</p> | <p>Develop, plan, and implement transition methods for alerting <i>all children and youth</i> to changes in activities or routines. The transition methods should include:</p> <ul style="list-style-type: none"> ▪ Assisting children and youth in understanding unexpected events ▪ Maintaining established routines as consistently as possible to support children and youth’s need for predictability ▪ Developing and employing plans to assist children and youth in coping with major transitions (e.g., moving to a new learning environment, classroom or school, changes in staff, etc.). <p>EI.5.E.C</p> | <p>Analyze, evaluate and modify transition methods used with children/youth.</p> <p>EI.5.E.P.a</p> | <p>Analyze, evaluate, articulate, and promote current theory and <i>evidence-based best practices</i> to facilitate transitions within and between home and programs, classrooms, and schools.</p> <p>EI.5.E.A.a</p> |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|---|-----------|--|--|
| 5. Guidance E. Management of Change, continued | | Manage unanticipated change calmly while helping <i>all children and youth</i> understand the reasons for the change. EI.5.E.I.b | | Develop policies and procedures to minimize the number of separations or transitions that children/youth experience and the stress that those changes may cause. EI.5.E.P.b | Advocate for collaborative systems to address topics related to transitions and changes within and between home and programs, classrooms, and schools (e.g., preschool to kindergarten). EI.5.E.A.b |
| | | Understand and support <i>all children and youth</i> at times of change, transitions, or separation. EI.5.E.I.c | | Provide <i>professional development</i> opportunities to child and youth care professionals, and resources for families that focus on assisting children/youth during change, transitions, or separations. EI.5.E.P.c | |
| | | ▲ Assist children, youth, and families in transitions from home to and from school and/or program. EI.5.E.I.d | | Facilitate collaboration among schools/ programs, child and youth care professionals, and families to provide support for children/ youth transitioning to a new learning environment, classroom, or school. EI.5.E.P.d | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|---|--|---|---|--|
| 5. Guidance F. Prosocial Behaviors | Recognize the importance of consistency, continuity, and <i>responsiveness</i> in supporting the development of <i>prosocial</i> behaviors in <i>all children and youth</i> . EI.5.F.N | Establish realistic expectations for behavior and respond to child or youth behaviors in a consistent and predictable manner. EI.5.F.I.a | Develop, plan, and implement a daily schedule that reflects the importance of consistency, continuity, and <i>responsiveness</i> in supporting the development of <i>prosocial</i> behaviors in <i>all children and youth</i> . EI.5.F.C.a | Analyze, evaluate and modify rules, routines, and activities based on the functioning of children/youth within the room. EI.5.F.P.a | Analyze, evaluate, articulate, and promote <i>evidence-based best practices</i> to facilitate the development of <i>prosocial</i> behaviors in <i>all children and youth</i> . EI.5.F.A |
| | | Make certain that sufficient quantities of materials and equipment are available for the number of the children/youth. EI.5.F.I.b | Facilitate the involvement of <i>all children and youth</i> in developing rules and behavioral expectations, limits, and routines. EI.5.F.C.b | Coordinate schedules and routines throughout the program to support the need for both flexibility and consistency of routine for individual children/youth and larger groups. EI.5.F.P.b | |
| | | Actively monitor behaviors and use strategies to respond to needs while supporting positive behavior (e.g., reinforce positive behavior, engage in specific redirection or provision of directions, and conflict resolution etc.). EI.5.F.I.c | Make certain that rules, routines, and activities are <i>developmentally appropriate</i> and designed to encourage <i>prosocial</i> behavior. EI.5.F.C.c | Collaborate with child and youth care professionals to support children, youth, and families during major transitions. EI.5.F.P.c | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|---|--|--|----------|
| <p>5. Guidance</p> <p>F. Prosocial Behaviors, continued</p> | | <p>Promote and encourage <i>all children and youth</i> to exhibit empathy and mutual respect for the rights and possessions of others.</p> <p style="text-align: right;">EI.5.F.I.d</p> | <p>Anticipate problems and intervene when potential disruptors occur.</p> <p style="text-align: right;">EI.5.F.C.d</p> | <p>Provide <i>professional development</i> opportunities to child and youth care professionals, and resources for families that focus on strategies to facilitate the development of <i>prosocial</i> behavior in children and youth.</p> <p style="text-align: right;">EI.5.F.P.d</p> | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|---|---|--|
| <p>5. Guidance</p> <p>G. Challenging Behaviors</p> | <p>Recognize the importance of appropriate and strategic responses to address challenging behaviors.</p> <p>EL.5.G.N</p> | <p>Actively monitor behaviors of <i>all children and youth</i> and implement appropriate responses to challenging behaviors.</p> <p>EL.5.G.I</p> | <p>Develop, plan, and implement strategic responses to challenging behaviors including:</p> <ul style="list-style-type: none"> ▪ Not exhibiting strong negative affect, irritability, sarcasm, or disrespectful comments during interactions with children/youth ▪ Not engaging in punishing behaviors (e.g., yelling, threats, physical control or harsh punishments, etc.) ▪ Addressing challenging behaviors without labeling a child/youth ▪ Engaging in proactive behaviors to reduce potential misbehavior (e.g., anticipating problems, minimal waiting periods, using appropriate redirection, etc.). <p>EL.5.G.C</p> | <p>Analyze, evaluate and, if necessary, modify responses to specific challenging behaviors.</p> <p>EL.5.G.P.a</p> | <p>Analyze, evaluate, articulate, and promote <i>evidence-based best practices</i> to facilitate responses to challenging behaviors exhibited by children and youth.</p> <p>EL.5.G.A.a</p> |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|-----------|---|--|
| <p>5. Guidance</p> <p>G. Challenging Behaviors, continued</p> | | | | <p>Provide <i>professional development</i> opportunities to child and youth care professionals, and resources for families regarding strategies to respond to challenging behaviors.</p> <p style="text-align: right;">EI.5.G.P.b</p> | <p>Advocate for appropriate and accessible services to support children and youth exhibiting challenging behaviors.</p> <p style="text-align: right;">EI.5.G.A.b</p> |
| | | | | <p>Initiate request for support from behavioral or developmental specialists, early interventionists, and mental-health professionals as necessary.</p> <p style="text-align: right;">EI.5.G.P.c</p> | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|--|---|--|--|
| 5. Guidance H. Conflict Resolution | Recognize the importance of assisting <i>all children and youth's</i> engagement in conflict resolution. | Encourage <i>all children and youth</i> to manage feelings and resolve conflicts appropriately. | Develop, plan, and implement strategic responses to conflicts including: <ul style="list-style-type: none"> ▪ Encouraging student talk ▪ Listening and acknowledging emotions and difficulties ▪ Providing support ▪ Negotiating solutions ▪ Solving problems. | Provide <i>professional development</i> opportunities to child and youth care professionals and resources for families regarding the development of conflict-resolution strategies, communication skills, and factors that may influence behavior in children and youth. | Analyze, evaluate, articulate, and promote <i>evidence-based best practices</i> to facilitate conflict resolution between child/youth and adult, child/youth and child/youth, and adult and adult. |
| | EI.5.H-N | EI.5.H-I.a | EI.5.H-C | EI.5.H-P | EI.5.H-A |
| | | Engage in problem solving and conflict resolution strategies with <i>all children, youth,</i> and adults. <p style="text-align: center;">EI.5.H-I.b</p> Facilitate conflict resolution between child/youth and adult, child/youth and child/ youth, and adult and adult. <p style="text-align: center;">EI.5.H-I.c</p> | | | |



EFFECTIVE INTERACTIONS

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------------------|--|---|--|---|--|
| 6. Family Partnerships | Recognize the importance of positive and <i>respectful</i> interactions with families. EI.6-N.a | Engage in positive and <i>respectful</i> interactions with families. EI.6-I.a | Develop, plan, and implement strategic on-going communication methods with families. EI.6-C.a | Analyze, evaluate, and modify the schedule to ensure child and youth care professionals have opportunities to engage in <i>respectful</i> interactions with family members. EI.6-P.a | Analyze, evaluate, articulate, and promote current theory and <i>evidence-based</i> research and <i>best practices</i> on <i>respectful</i> interactions to provide guidance for child and youth care professionals. EI.6-A |
| | Demonstrate respect for the values, ideas, and expectations of families. EI.6-N.b | Communicate respect for the interaction styles and guidance practices used by families in the home. EI.6-I.b | Communicate important information with families in multiple manners including: <ul style="list-style-type: none"> ▪ Email ▪ Home visits ▪ Face-to-face ▪ Phone calls ▪ Written messages (e.g., letters, email, and newsletters). EI.6-C.b | Develop policies and procedures that encourage respect and promote positive interactions and partnerships with families. EI.6-P.b | |
| | | | Foster a climate that encourages open and honest communication with respect for diversity in values, ideas, and expectations. EI.6-C.c | | |



EFFECTIVE INTERACTIONS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|--|------------|----------|
| <p>6. Family Partnerships, continued</p> | | | <p>Understand the impact of non-verbal messages (e.g., body language, tone of voice, gestures, and facial expressions) and how they can undermine interactions with families.</p> <p style="text-align: right;">EI.6-C.d</p> <hr/> <p>Assist child and youth care professionals in identifying and expressing their feelings in a <i>respectful</i> manner with families.</p> <p style="text-align: right;">EI.6-C.e</p> | | |



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SPECIAL NEEDS

Maryland's child and youth care professionals working with children birth through *adolescence*¹² should:

- Meet the social, emotional, cognitive (including language), and physical developmental needs of *all children and youth*
- Understand and comply with practices and regulations that support the appropriate care and education of *all children and youth*.

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding children, youth, and young adults with *special needs*. (Special services may be provided through age 21.) Maryland defines *core knowledge* of *special needs* as knowing and implementing the following key topics:

- Theoretical and legal foundations for programs
- Supports including *accommodations, adaptations, modifications, inclusionary practices*, and *Universal Design for Learning (UDL)*
- *Developmentally appropriate practices* for children/youth with social, emotional, cognitive (including language), and physical needs
- Effective engagement and collaborations with parents/guardians, families, professionals, agencies, and others
- Design of accessible classrooms/learning environments
- Medical considerations.



¹² Italicized terms are defined in the glossary.

Competencies

The *knowledge* of *special needs* is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “SN.1-N.a” instead of “Domain: Special Needs; first *Core of Knowledge* area: Foundations; Level: Novice; first *competency*”).¹³

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Special Needs *competencies* are grouped into *core of knowledge* areas:

1. Foundations
2. Supports
3. *Developmentally Appropriate Practices*
4. Collaboration
5. Accessibility
6. Medical Considerations.



¹³ Competencies marked by a triangle (▲) refer to school-age care.



SPECIAL NEEDS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------|--|---|--|---|---|
| 1. Foundations | <p>Recognize the theoretical and legal foundations for serving children/youth with <i>special needs</i>.</p> <p>SN.1-N.a</p> | <p>Understand and comply with the professional, legal, and regulatory guidelines for serving every child and youth.</p> <p>SN.1-I.a</p> | <p>Understand the theoretical and legal foundations for supporting the education of <i>all children and youth</i> with <i>special needs</i>.</p> <p>SN.1-C.a</p> | <p>Evaluate to ensure that the program meets the social, emotional, cognitive (including language), and physical developmental needs of <i>all children and youth</i>.</p> <p>SN.1-P.a</p> | <p>Analyze, evaluate, articulate, and apply current knowledge, theories, research, and evidence-based best practices regarding theoretical and legal foundations for the appropriate care and education of all children and youth based on age and developmental needs.</p> <p>SN.1-A</p> |
| | <p>Recognize that programs should meet the social, emotional, cognitive (including language), and physical developmental needs of <i>all children and youth</i>.</p> <p>SN.1-N.b</p> | <p>Articulate the fundamental principles of the <i>Americans with Disabilities Act (ADA)</i> and the <i>Individuals with Disabilities Education Act (IDEA)</i>.</p> <p>SN.1-I.b</p> | <p>Share and promote with staff and families the care and education of <i>all children and youth</i>, meeting their social, emotional, cognitive (including language), and physical development needs.</p> <p>SN.1-C.b</p> | <p>Evaluate to ensure that the program adheres to and enforces all regulations that support the appropriate care and education of <i>all children and youth</i> based on age and developmental needs.</p> <p>SN.1-P.b</p> | |
| | <p>Protect the privacy of each child and youth and family.</p> <p>SN.1-N.c</p> | <p>Seek the help of families and others in understanding and addressing individual <i>special needs</i>.</p> <p>SN.1-I.c</p> | | <p>Develop program policies and procedures to ensure the privacy and <i>confidentiality</i> of each child and youth and family.</p> <p>SN.1-P.c</p> | |



| SPECIAL NEEDS | | | | | |
|---------------------------|--|--|-----------|------------|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Foundations, continued | Recognize the value and importance of <i>people-first language</i> (e.g., boy with visual impairment rather than visually impaired boy). SN.1-N.d | Provide the appropriate care for <i>all children and youth</i> based on age and developmental needs. SN.1-I.d | | | |
| | Act in accordance with the principles of access, participation, and supports as described in the DEC/NAEYC (2009) position statement on <i>inclusion</i> . ¹⁴ SN.1-N.e | Understand the importance of <i>observation</i> and <i>assessment</i> in meeting the needs of children/youth with <i>special needs</i> . SN.1-I.e | | | |
| | Engage in ongoing <i>professional development</i> to: <ul style="list-style-type: none"> ▪ Increase <i>knowledge</i>, skills, and abilities in special education ▪ Keep up-to-date on regulations, law, <i>best practices</i>, and developments in the field. SN.1-N.f | Identify the programs, terms, and resources that support children/ youth with <i>special needs</i> (e.g. <i>IFSP, IEP, 504, Maryland Infants and Toddlers Program, Child Find, Early Childhood Mental Health Consultation Project</i> , etc.). SN.1-I.f | | | |

¹⁴ Division for Early Childhood and the National Association for the Education of Young Children. (April 2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf



| SPECIAL NEEDS | | | | | |
|---------------------------|---|---|--|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Foundations, continued | | Identify as appropriate <i>Maryland Infants and Toddlers Program, Child Find, and Early Childhood Mental Health Consultation Project</i> and implement as appropriate <i>IFSPs, IEPs, and 504s</i> . SN.1-I.g | | | |
| 2. Supports | Support the active participation of <i>all children and youth</i> through the use of a variety of strategies, techniques, and classroom/learning environments as needed for each child and youth to access, participate, and learn within and across activities and routines. SN.2-N.a | Support the full participation of <i>all children and youth</i> through the use of strategies, techniques, and classrooms/learning environments, including <i>Universal Design for Learning (UDL)</i> . SN.2-I.a | Plan for the individual learning styles of each child and youth. SN.2-C.a | Develop and ensure the implementation of program policies and procedures to provide access, support, and participation for every child and youth. SN.2-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge, theories, research, and evidence-based best practices</i> regarding the appropriate care and education of <i>all children and youth</i> based on age and developmental needs. SN.2-A.a |



SPECIAL NEEDS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|------------------------|---|---|--|---|--|
| 2. Supports, continued | <p>Assist <i>all children and youth</i>, including those with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">SN.2-N.b</p> | <p>Be knowledgeable of <i>Universal Design for Learning (UDL)</i> and other approaches used to meet the needs of diverse learners.</p> <p style="text-align: right;">SN.2-I.b</p> | <p>Monitor that the environment, instruction, materials, <i>accommodations</i>, <i>adaptations</i>, and <i>modifications</i> support the learning styles of each child and youth.</p> <p style="text-align: right;">SN.2-C.b</p> | <p>Monitor the effectiveness of instructional practices that support children and youth with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">SN.2-P.b</p> | <p>Analyze, evaluate, and articulate, <i>evidence-based best practices</i> for developing and maintaining environments, <i>accommodations</i> and <i>modifications</i>, and staffing to support <i>all children and youth</i>, including those with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">SN.2-A.b</p> |
| | <p>Comply with all regulations regarding children and youth with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p style="text-align: right;">SN.2-N.c</p> | <p>Understand the components of a supportive classroom/learning environment.</p> <p style="text-align: right;">SN.2-I.c</p> | <p>Identify strategies to help families obtain clear and understandable information and resources for their child's <i>special needs</i>.</p> <p style="text-align: right;">SN.2-C.c</p> | <p>Monitor and evaluate the program's implementation of <i>UDL</i> and <i>inclusionary practices</i>.</p> <p style="text-align: right;">SN.2-P.c</p> | |
| | | <p>Design supportive classrooms/learning environments, incorporating <i>ADA</i> requirements.</p> <p style="text-align: right;">SN.2-I.d</p> | <p>Serve as an information resource for families navigating early intervention and special education <i>evaluation</i> and referral processes.</p> <p style="text-align: right;">SN.2-C.d</p> | <p>Evaluate instructional practices.</p> <p style="text-align: right;">SN.2-P.d</p> | |



SPECIAL NEEDS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|------------------------|--------|--|--|---|----------|
| 2. Supports, continued | | Be knowledgeable of the child referral process and resources to support children, youth, and families. SN.2-I.e | Work with families and other adults to identify each child and youth's needs for assistive technology to promote access to and participation in learning experiences. SN.2-C.e | Create program polices that reflect <i>ADA</i> and <i>inclusionary practices</i> . SN.2-P.e | |
| | | Remove barriers to full participation of <i>all children and youth</i> . SN.2-I.f | Work with families and other adults to acquire or create appropriate assistive technology to promote each child and youth's access to and participation in learning experiences. SN.2-C.f | Implement policies to gather information regarding each child or youths' needs at enrollment. SN.2-P.f | |
| | | Implement policies that reflect <i>ADA</i> and <i>inclusionary practices</i> . SN.2-I.g | | Evaluate and ensure that appropriate training and monitoring is provided so that staff can provide for and meet the needs of <i>all children and youth with special needs</i> . SN.2-P.g | |



| SPECIAL NEEDS | | | | | |
|--|--|--|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. Supports, continued | | Facilitate the support and involvement of <i>all children and youth</i> , including those with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. SN.2-I.h | | | |
| | | Modify the classroom/learning environment to appropriately meet the needs of <i>all children and youth</i> , including those with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. SN.2-I.i | | | |
| 3. Developmentally Appropriate Practices | Follow <i>developmentally appropriate practices</i> for children/youth with varying social, emotional, cognitive (including language), and physical developmental needs. SN.3-N | Demonstrate a <i>knowledge</i> of and implement <i>developmentally appropriate practices</i> for children/ youth with varying social, emotional, cognitive (including language), and physical developmental needs. SN.3-I | Design, assess, and adapt instruction and the environment to incorporate <i>developmentally appropriate practices</i> for children/ youth with varying social, emotional, cognitive (including language), and physical developmental needs. SN.3-C | Model and train staff in <i>developmentally appropriate practices</i> for children/ youth with varying social, emotional, cognitive (including language), and physical developmental needs. SN.3-P | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding children/ youth with varying social, emotional, cognitive (including language), and physical developmental needs. SN.3-A |



SPECIAL NEEDS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------|---|--|---|---|--|
| 4. Collaboration | Implement <i>IFSPs</i> , <i>IEPs</i> , and <i>504s</i> . SN.4-N.a | Develop trusting and <i>respectful</i> partnerships with parents/guardians and families, always informing and engaging them. SN.4-I.a | Demonstrate <i>knowledge</i> of <i>Maryland Infants and Toddlers Program (IFSPs)</i> , <i>Child Find (IEPs)</i> , <i>504</i> , and <i>Early Childhood Mental Health Consultation Project</i> processes. SN.4-C.a | Educate and mentor staff on <i>Maryland Infants and Toddlers Program (IFSPs)</i> , <i>Child Find (IEPs)</i> , <i>504</i> , and <i>Early Childhood Mental Health Consultation Project</i> processes. SN.4-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding <i>Maryland Infants and Toddlers Program (IFSPs)</i> , <i>Child Find (IEPs)</i> , <i>504</i> , and <i>Early Childhood Mental Health Consultation Project</i> processes. SN.4-A |
| | Refer questions to appropriate people (e.g., the family and specialists), obtaining parental permission if needed and maintaining <i>confidentiality</i> as required. SN.4-N.b | Obtain consent before sharing information with other professionals/organizations/agencies. SN.4-I.b | Assist families if needed with referrals to their local <i>Maryland Infants and Toddlers Program</i> or <i>Child Find</i> program or other programs/agencies for further <i>assessment</i> , following guidelines for obtaining family consent. SN.4-C.b | Collaborate with early intervention. SN.4-P.b | |
| | | As requested by the family, participate in <i>IFSP</i> , and <i>IEP</i> , and <i>504</i> team meetings, using <i>assessment</i> data to assist, and implement goals and objectives in daily routines and activities. SN.4-I.c | Integrate activities and strategies from <i>IFSPs</i> , <i>IEPs</i> , and <i>504s</i> into program curriculum. SN.4-C.c | Develop program policies that support trusting and <i>respectful</i> partnerships with families of <i>all children and youth</i> with <i>special needs</i> . SN.4-P.c | |



| SPECIAL NEEDS | | | | | |
|-----------------------------|--------|---|-----------|---|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 4. Collaboration, continued | | Participate in <i>IFSP</i> , and <i>IEP</i> , and <i>504</i> teams as appropriate. SN.4-I.d | | Develop program policies for obtaining family consent before sharing information with other professionals/ organizations/agencies. SN.4-P.d | |
| | | As requested and with permission from families, collaborate with therapists, physicians and others involved in the care and education of children and youth with <i>special needs</i> . SN.4-I.e | | Develop trusting and <i>respectful</i> partnerships with parents/guardians, families, and the professionals and organizations providing special services. SN.4-P.e | |
| | | Identify and address the needs of children and youth with delays or disabilities, including implementation of <i>IFSPs</i> , <i>IEPs</i> , and <i>504s</i> . SN.4-I.f | | | |
| | | Promote <i>inclusion</i> of all children and youth with <i>special needs</i> , special health care needs, and/or developmental delays or disabilities. SN.4-I.g | | | |



| SPECIAL NEEDS | | | | | |
|---|---|---|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. Accessibility | Recognize the components of a supportive classroom/ learning environment. | Understand the components of a supportive classroom/ learning environment. | Execute the components of a supportive classroom/ learning environment through design, including <i>ADA</i> requirements. | Evaluate and ensure that the program provides a supportive classroom/ learning environment and meets <i>ADA</i> requirements. | Advocate for supportive classroom/ learning environments that meet and exceed <i>ADA</i> requirements. |
| | SN.5-N | SN.5-I | SN.5-C | SN.5-P | SN.5-A |
| 6. Medical Considerations | Follow instructions regarding each child or youth's medical needs. | In collaboration with families, identify and implement individualized plans for each child/youth regarding medical needs. | Develop plans for the administration of medications and the meeting of medical needs. | Monitor the implementation of each child or youth's medical needs plan. | Analyze, evaluate, articulate, and promote current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding the medical considerations of <i>all children and youth</i> . |
| | SN.6-N.a | SN.6-I.a | SN.6-C | SN.6-P.a | SN.6-A |
| | Follow policies and procedures for labeling, storing, and administering medications, documenting as instructed. | Assist each child or youth to understand his/her medical considerations. | | Develop program policies and procedures for administration of medication. | |
| | SN.6-N.b | SN.6-I.b | | SN.6-P.b | |
| Maintain <i>confidentiality</i> regarding medications and medical considerations. | | | | | |
| SN.6-N.c | | | | | |



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FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Maryland's child and youth care professionals working with children birth through *adolescence*¹⁵ should:

- Know and understand diverse family and community characteristics
- Support and engage families and communities through *respectful*, reciprocal relationships
- *Intentionally* involve families and communities in their children's development and learning.

(Adapted from *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* and *NAEYC Standards for Early Childhood Professional Preparation Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding family engagement and community partnerships. Maryland defines *core knowledge* of family engagement and community partnerships as knowing and implementing the following key topics:

- Supportive and effective communication skills
- Dynamics, roles, and relationships among children/youth, families, and child and youth care professionals
- *Community resources* that support *all children, youth*, and families
- Protection of *confidentiality* of *all children, youth*, and families
- Family engagement in child and youth care programs
- Youth engagement in school-age care programs
- Diversity in society and activities, materials, and environments
- Benefits and process of collaborations with families and the community.



¹⁵ Italicized terms are defined in the glossary.

Competencies

The *knowledge* of family engagement and community partnerships is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “FECP.1-N.a” instead of “Domain: Family Engagement & Community Partnerships; first *Core of Knowledge* area: Communication; Level: Novice; first *competency*”).¹⁶

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Family Engagement & Community Partnerships *competencies* are grouped into *core of knowledge* areas:

1. Communication
2. Relationships
3. Resources
4. *Confidentiality*
5. Family Engagement
6. Youth Engagement
7. Diversity
8. Collaborations with Families
9. Collaborations with the Community.



¹⁶ Competencies marked by triangle (▲) refer to school-age care.

| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--|---|--|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Communication | <p>Communicate appropriately with <i>all children, youth, families, and staff.</i></p> <p>FECP.1-N.a</p> | <p>Establish frequent contact with families, using a variety of formats and in language that is accessible to all families.</p> <p>FECP.1-I.a</p> | <p>Learn about family composition, traditions, values, and goals for their child through effective communication skills.</p> <p>FECP.1-C.a</p> | <p>Provide <i>professional development</i> for staff for strategies for effective communication.</p> <p>FECP.1-P.a</p> | <p>Analyze, evaluate articulate, and promote current <i>knowledge</i>, theories, research, and <i>evidence-based best practices</i> for methods of communicating openly and effectively with families, addressing:</p> <ul style="list-style-type: none"> ▪ Systemic barriers to effective communication ▪ Availability of information and services in home languages. <p>FECP.1-A</p> |
| | <p>Recognize the importance of communicating with families in a manner that matches their style, preferred language, level of understanding, and preferred means of communication.</p> <p>FECP.1-N.b</p> | <p>Accommodate diverse backgrounds, various languages, and preferred styles of communication.</p> <p>FECP.1-I.b</p> | <p>Create strategies to engage diverse backgrounds, languages, <i>cultures</i>, and preferred styles of communication.</p> <p>FECP.1-C.b</p> | <p>Include open communication with families, colleagues, and the community as part of the regular program.</p> <p>FECP.1-P.b</p> | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--|--|---|--|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Communication, continued | <p>Arrange for translation when necessary to ensure clear communication.</p> <p>FECP.1-N.c</p> | <p>Learn a few words in each child and youth’s home language, such as a greeting, names of family members, words of comfort, and important objects or places.</p> <p>FECP.1-I.c</p> | <p>▲ Communicate to school personnel the activities and services that are available in school-age care.</p> <p>FECP.1-C.c</p> | <p>Develop policies and procedures that guide communication methods so all families served are able to understand and respond appropriately.</p> <p>FECP.1-P.c</p> | |
| | <p>Engage families in the instructional program by encouraging them to observe and participate in their child’s classroom/learning environment or home-based activities.</p> <p>FECP.1-N.d</p> | <p>Communicate appropriately with <i>all children, youth</i>, and families using strategies that support effective verbal and non-verbal communication skills, including active listening.</p> <p>FECP.1-I.d</p> | | <p>Establish mechanisms (e.g., newsletters, emails, meetings, and social events) for regular communication with families.</p> <p>FECP.1-P.d</p> | |
| | <p>Actively listen to families.</p> <p>FECP.1-N.e</p> | <p>Maintain open and regular communication with families.</p> <p>FECP.1-I.e</p> | | | |
| | <p>▲ Recognize the importance of collaborating and connecting with school personnel to improve the academic performance of <i>all children and youth</i>.</p> <p>FECP.1-N.f</p> | <p>Communicate with families about the instructional program and the individual student’s development and progress.</p> <p>FECP.1-I.f</p> | | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--|--|---|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Communication, continued | <p>▲ Communicate with families and schools on a regular basis within the program’s guidelines.</p> <p>FECP.1-N.g</p> | <p>Identify and use strategies for effective communication with community and colleagues families.</p> <p>FECP.1-I.g</p> | | | |
| | | <p>▲ Communicate with school personnel on a regular basis.</p> <p>FECP.1-I.h</p> | | | |
| | | <p>Seek relevant information from families to inform instruction.</p> <p>FECP.1-I.i</p> | | | |
| 2. Relationships | <p>Recognize the importance of a warm, welcoming environment and contribute to it.</p> <p>FECP.2-N.a</p> | <p>Understand the dynamics and importance of the relationship between the parent/guardian and the child/youth care professional.</p> <p>FECP.2-I.a</p> | <p>Demonstrate the <i>knowledge</i> of the dynamics and importance of the relationship between the parent/guardian and the child/youth care professional.</p> <p>FECP.2-C.a</p> | <p>Promote goal-oriented strategies to promote partnership with families to support the needs of <i>all children and youth</i>.</p> <p>FECP.2-P.a</p> | <p>Analyze, evaluate, articulate, and promote current <i>knowledge</i>, theories, research, and <i>evidence-based best practices</i> for supporting families as they nurture their children.</p> <p>FECP.2-A.a</p> |
| | <p>Recognize the importance of the relationship between the parent/guardian and the child/youth care professional.</p> <p>FECP.2-N.b</p> | <p>Establish positive, <i>receptive, responsive, respectful</i> and professional relationships with families.</p> <p>FECP.2-I.b</p> | <p>Use or create strategies to ensure families feel welcome and connected.</p> <p>FECP.2-C.b</p> | <p>Develop a program that fosters positive relationships with children, youth, families, and child and youth care professionals.</p> <p>FECP.2-P.b</p> | <p>Advocate for policies and procedures at the local, state, and national level to assist families in meeting the needs of their children.</p> <p>FECP.2-A.b</p> |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--|--|-----------|--|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. Relationships, continued | Recognize the family as the first and most influential caregiver and teacher for the child/youth. FECP.2-N.c | Partner with families to support the needs of <i>all children and youth</i> . FECP.2-I.c | | At the program level develop effective relationships with families, programs, agencies, and <i>community resources</i> . FECP.2-P.c | |
| | Approach parents as equal partners in learning. FECP.2-N.d | FECP.2-I.d | | Lead outreach to prospective, current, and alumni families. FECP.2-P.d | |
| | Partner with families to support the needs of <i>all children and youth</i> . FECP.2-N.e | Support a warm, friendly environment that fosters positive relationships with children, youth, families, and child and youth care professionals. FECP.2-I.e | | | |
| | Develop an understanding of the importance of establishing positive, <i>receptive, responsive, and respectful</i> , professional relationships with co-workers and families. FECP.2-N.f | ▲ Develop relationships with school teachers and administrators to facilitate connections to the school day. FECP.2-I.f | | | |



FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|-------------------|---|--|---|---|--|
| 3. Resources | Access and use <i>community resources</i> . FECP.3-N.a | Be aware of community social service, health, and education resources and how to access those resources to meet the needs of families. FECP.3-I.a | Know community social service, health, and education resources and how to access those resources to meet the needs of families. FECP.3-C.a | Maintain current <i>knowledge</i> of and share with staff and families community social service, health, and education resources and how to access those resources to meet the needs of families. FECP.3-P.a | Promote the development and <i>knowledge</i> of community social service, health, and education resources to meet the needs of families. FECP.3-A |
| | Recognize the importance of sharing <i>community resources</i> with families. FECP.3-N.b | Identify and use <i>community resources</i> to support learning. FECP.3-I.b | Develop, plan, and provide opportunities for <i>all children, youth,</i> and families to access or interact with <i>community resources</i> . FECP.3-C.b | Maintain current <i>knowledge</i> of and secure collaborative agreements with <i>community resources</i> for children, youth, and families under stress. FECP.3-P.b | |
| | Be aware of <i>The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children</i> . FECP.3-N.c | Identify and use <i>The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children</i> . FECP.3-I.c | Implement the goals of <i>The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children</i> . FECP.3-C.c | Increase and promote strategies that support <i>The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children</i> . FECP.3-P.c | |
| | | Share information regarding <i>community resources</i> with families. FECP.3-I.d | Identify <i>community resources</i> and services and make referrals as needed. FECP.3-C.d | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|---|--|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 3. Resources, continued | | Develop partnerships with families, programs, agencies, and <i>community resources</i> . FECP.3-I.e | | | |
| 4. Confidentiality | Recognize the importance of maintaining <i>confidentiality</i> and privacy in communication regarding <i>all children, youth</i> , families, and staff members. FECP.4-N.a | Understand the importance of maintaining <i>confidentiality</i> for <i>all children, youth</i> , and family members regarding family information and records. FECP.4-I.a | Inform staff and family members of policies and procedures regarding <i>confidential</i> information including: <ul style="list-style-type: none"> Who has access to records kept by the program What procedures are used for the maintenance and monitoring of <i>confidentiality</i>. FECP.4-C | Develop policies and procedures and provide <i>professional development</i> on the maintenance and monitoring of <i>confidential</i> information. FECP.4-P.a | Provide learning opportunities, leadership, resources, and information regarding the privacy rights of families. FECP.4-A |
| | Follow policies regarding <i>confidentiality</i> and the maintenance and monitoring of <i>confidential</i> information. FECP.4-N.b | Enforce program policies regarding the maintenance and monitoring of <i>confidential</i> information. FECP.4-I.b | | Develop program policies for obtaining family consent before sharing information with other professionals, organizations, or agencies. FECP.4-P.b | |
| | | Obtain consent before sharing information with other professionals, organizations, or agencies. FECP.4-I.c | | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|--|--|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 5. Family Engagement | Encourage family involvement in their child's development. FECP.5-N.a | Engage families in the instructional program. FECP.5-I.a | Provide opportunities for family engagement and participation, both in class and at home that support school readiness skills. FECP.5-C.a | Encourage families to fully participate in their child's development, offering opportunities for families to observe participate, and offer feedback regarding the program. FECP.5-P.a | Analyze, evaluate, articulate, and promote current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> and share ways to improve family engagement in child growth and development. FECP.5-A |
| | Recognize the importance of sharing child growth and development information and resources with families. FECP.5-N.b | Encourage families to fully participate in their child's development, offering opportunities for them to observe and participate in the environment. FECP.5-I.b | Create open-door policies that encourage family participation at any time. FECP.5-C.b | Provide learning opportunities for families and child and youth care professionals on child growth and development and <i>community resources</i> . FECP.5-P.b | |
| | Recognize the importance of family engagement in all aspects of the program. FECP.5-N.c | Share with families' information and resources on child growth and development and <i>community resources</i> . FECP.5-I.c | Plan and implement activities and events based on family interests, scheduling at times to accommodate families. FECP.5-C.c | Create and facilitate opportunities for developing social and support networks among families. FECP.5-P.c | |
| | | Respond appropriately to questions or concerns posed by families regarding program policies. FECP.5-I.d | Encourage families to comment on policies, and, when possible, be <i>responsive</i> to families' perspectives. FECP.5-C.d | Develop policies and procedures that support family participation in policy decisions and program governance. FECP.5-P.d | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|--|---|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 6. Youth Engagement | <p>▲ Provide leadership opportunities for <i>all children and youth</i>, including those with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities.</p> <p>FECP.6-N.a</p> | <p>▲ Support active participation of <i>all children and youth</i>, including those with <i>special needs</i>, special health care needs, and/or developmental delays or disabilities, in the program.</p> <p>FECP.6-I.a</p> | <p>▲ Share work and leadership with <i>all children and youth</i> as appropriate.</p> <p>FECP.6-C.a</p> | <p>▲ Design activities to support leadership opportunities that align with developmental abilities.</p> <p>FECP.6-P.a</p> | <p>▲ Analyze, evaluate, articulate, and promote current theories and research related to promoting child and youth empowerment, leadership, and voice.</p> <p>FECP.6-A.a</p> |
| | <p>▲ Promote and support child- and youth-initiated and -led learning and activities.</p> <p>FECP.6-N.b</p> | <p>▲ Develop relationships with <i>all children and youth</i> while respecting ability and <i>cultural</i> differences in participation style.</p> <p>FECP.6-I.b</p> | <p>▲ Provide <i>all children and youth</i> with opportunities to serve others.</p> <p>FECP.6-C.b</p> | <p>▲ Support the implementation of activities that celebrate and are informed by child and youth voice and <i>culture</i>.</p> <p>FECP.6-P.b</p> | <p>▲ Analyze, evaluate, articulate, and promote organizational <i>culture</i> that values and incorporates child and youth leadership, voice, engagement, and empowerment.</p> <p>FECP.6-A.b</p> |
| | <p>▲ Provide an environment that offers choices.</p> <p>FECP.6-N.c</p> | <p>▲ Foster skill in critical thinking, decision making, problem solving, and goal setting.</p> <p>FECP.6-I.c</p> | <p>▲ Develop in <i>all children and youth</i> the capacity for self-reflection, communication, empathy, and appreciation of diverse opinions and <i>cultures</i>.</p> <p>FECP.6-C.c</p> | | |
| | | | <p>▲ Engage <i>all children and youth</i> in leadership activities.</p> <p>FECP.6-I.d</p> | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--------|---|-----------|------------|----------|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 6. Youth Engagement, continued | | ▲ Explain youth <i>culture</i> within the larger community context in which children, youth, and families live. FECP.6-I.e | | | |
| | | ▲ Maintain appropriate physical and emotional boundaries between <i>all children/youth</i> and adults. FECP.6-I.f | | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|--|---|--|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 7. Diversity | Recognize <i>anti-bias/cultural responsiveness</i> and the impact on community relationships. FECP.7-N.a | Understand diversity and the impact on community relationships. FECP.7-I.a | Develop strategies to engage families from diverse linguistic and <i>cultural</i> backgrounds. FECP.7-C.a | Know and share with staff information regarding <i>anti-bias/cultural responsiveness</i> and the impact on community relationships. FECP.7-P.a | Analyze, evaluate, articulate, and promote current <i>knowledge</i> , theories, research, and <i>evidence-based best practices</i> regarding <i>anti-bias/cultural responsiveness</i> and use that information to develop policies, practices, and regulations at the program, local, state, and/or federal levels. FECP.7-A.a |
| | Learn to respect the <i>cultural diversity</i> and make-up of <i>all children, youth, and families</i> . FECP.7-N.b | Respect <i>anti-bias/cultural responsiveness</i> , family makeup, ethnicity, and the social context that children, youth, and families bring with them. FECP.7-I.b | Design the environment to reflect <i>anti-bias/cultural responsiveness</i> . FECP.7-C.b | Respect the <i>cultural diversity</i> of families and use that information to guide the policies and practices of the program. FECP.7-P.b | Advocate for guidelines that encourage <i>culturally-relevant</i> programming be incorporated into all components and services. FECP.7-A.b |
| | | Respect the <i>cultural diversity</i> of families and use that information to guide materials and activities. FECP.7-I.c | | Provide training on <i>multicultural principles</i> , leadership development, and <i>advocacy</i> for staff and families. FECP.7-P.c | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|---|--|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 8. Collaborations with Families | Recognize the value, benefits, and process of collaborations with families. | Develop collaborations with families. | Support on-going relationships with families. | Develop at the program level collaborations with families. | Provide leadership, <i>advocacy</i> , and information in promoting partnerships among families and programs. |
| | FECP.8-N | FECP.8-I.a | FECP.8-C.a | FECP.8-P.a | FECP.8-A.a |
| | | Partner with families in addressing developmental, behavioral, and programming needs of <i>all children and youth</i> . | Assist families in identifying their interests, articulating their strengths and needs, and developing and/or accomplishing their parenting goals. | Support parents as learners in parenting education programs regarding learning, development, and behavior. | Analyze, evaluate, articulate, and apply current theories, research, policies, and practices relevant to family systems. |
| | | FECP.8-I.b | FECP.8-C.b | FECP.8-P.b | FECP.8-A.b |
| | | | Provide opportunities for parent leadership development. | | |
| | | | FECP.8-P.c | | |
| | | | Provide training and opportunities for families to develop <i>advocacy</i> skills regarding their child's lifelong learning. | | |
| | | | FECP.8-P.d | | |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|--|---|---|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 9. Collaborations with the Community | <p>Recognize the value, benefits, and process of collaboration with community agencies, organizations, and businesses to support families' interests and needs.</p> <p>FECP.9-N.a</p> | <p>Develop collaborations with community agencies, organizations, and businesses.</p> <p>FECP.9-I.a</p> | <p>Support on-going relationships with community agencies, organizations, and businesses to facilitate connections with families.</p> <p>FECP.9-C.a</p> | <p>Develop at the program level collaborations with community agencies, organizations, and businesses.</p> <p>FECP.9-P.a</p> | <p>Provide leadership, <i>advocacy</i>, and information in promoting partnerships among programs, agencies, and <i>community resources</i>.</p> <p>FECP.9-A.a</p> |
| | <p>Recognize the need to develop skills in coordination and collaboration with community partners.</p> <p>FECP.9-N.b</p> | <p>Regularly participate in and support community initiatives.</p> <p>FECP.9-I.b</p> | <p>Regularly provide opportunities for groups of children/youth to serve in community projects.</p> <p>FECP.9-C.b</p> | <p>▲ Seek and develop collaborative partnerships with all levels of school staff, including teachers, principals, district partners, and superintendents.</p> <p>FECP.9-P.b</p> | <p>Develop and implement strategies to strengthen community relationships through a greater understanding and engagement of child and youth care professionals, children, youth, families, and community stakeholders.</p> <p>FECP.9-A.b</p> |
| | <p>Work collaboratively with volunteers.</p> <p>FECP.9-N.c</p> | <p>▲ Engage and collaborate with school personnel.</p> <p>FECP.9-I.c</p> | <p>▲ Cooperate with school teachers to address students' academic and behavioral needs.</p> <p>FECP.9-C.c</p> | <p>▲ Act as a liaison between the school and the school-age care program.</p> <p>FECP.9-P.c</p> | <p>▲ Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding effective partnerships among school-age programs, families, schools, organizations, and the community.</p> <p>FECP.9-A.c</p> |



| FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS | | | | | |
|---|--------|--|--|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 9. Collaborations with the Community, continued | | <p>▲ Establish a strong working relationship among families, teachers, school administration, and the community to promote seamless emotional, social, and academic development.</p> <p>FECP.9-I.d</p> | <p>▲ Identify ways to improve transitioning from one level of school to another.</p> <p>FECP.9-C.d</p> | <p>▲ Seek opportunities to engage school staff in school-age care program activities.</p> <p>FECP.9-P.d</p> | <p>▲ Analyze, evaluate, articulate, and apply current theories, research, policies, and practices relevant to demonstrating the impact of school-age care services on student performance.</p> <p>FECP.9-A.d</p> |
| | | <p>Supervise volunteers as appropriate.</p> <p>FECP.9-I.e</p> | <p>▲ Encourage and support the participation of child and youth care professionals in school leadership teams.</p> <p>FECP.9-C.e</p> | <p>▲ Implement programmatic connections to the school day.</p> <p>FECP.9-P.e</p> | |
| | | | | <p>Create and implement volunteer programs and develop a volunteer management system as needed.</p> <p>FECP.9-P.f</p> | |
| | | | | <p>Seek opportunities to participate in community meetings and initiatives that increases the program’s capacity to respond to the needs and interests of families.</p> <p>FECP.9-P.g</p> | |



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PROFESSIONALISM

Maryland's child and youth care professionals working with children birth through *adolescence*¹⁷ should:

- Identify and involve themselves with the field of child and youth care and education
- Understand and uphold ethical standards and other professional guidelines
- Engage in continuous, collaborative learning to inform practice.
- Integrate knowledgeable, reflective, and critical perspectives on early education
- Engage in informed *advocacy* for *all children and youth* and the profession.

(Adapted from *NAEYC Standards for Early Childhood Professional Preparation Programs* 2009)

Knowledge

Child and youth care professionals need a core base of *knowledge* regarding professionalism. Maryland defines *core knowledge* of professionalism as knowing and implementing the following key topics:

- Ethical behavior in accordance with the NAEYC *Code of Ethical Conduct and Statement of Commitment*¹⁸
- *Confidentiality*
- *Anti-bias/cultural responsiveness*
- *Inclusion* in accordance with DEC/NAEYC's *Early Childhood Inclusion*¹⁹

¹⁷ Italicized terms are defined in the glossary.

¹⁸ National Association for the Education of Young Children (April 2005). *NAEYC Code of ethical conduct and statement of commitment*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

¹⁹ Division for Early Childhood and the National Association for the Education of Young Children. (April 2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf



- Collaborative process
- Conflict resolution
- Professional attitude, communication, and relationships
- Continual *professional development*
- Current trends in the field of child and youth care and education
- Self-awareness and self-*assessment*
- Personal philosophical perspective
- *Mentoring* and *coaching*
- *Advocacy* for children and youth of all abilities and child and youth care programs
- Commitment to *high-quality child and youth care*
- Child and youth care policies, licensing regulations, and legal and *advocacy* topics.

Competencies

The *knowledge* of professionalism is manifested differently, depending on the role and the level of the child/youth care professional: Novice, Intermediate, Competent, Proficient, or Advanced. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “P.1.A-N.a” instead of “Domain: Professionalism; first *Core of Knowledge* area: Professional Behavior; first subtopic: Ethics; Level: Novice; first *competency*”).²⁰

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment, and



²⁰ Competencies marked by a triangle (▲) refer to school-age care.



- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.

The Professionalism *competencies* are grouped into *core of knowledge* areas:

1. Professional Behavior
 - A. Ethics
 - B. *Confidentiality*
 - C. *Diversity & Inclusion*
 - D. Collaboration
 - E. Conflict Resolution
 - F. Professional Attitude
 - G. Communication
 - H. Positive Relationships with Colleagues
2. *Professional Development*
 - A. Continual Updating of *Knowledge*
 - B. *Learning Communities*
 - C. Reflective Practice
 - D. Professional Organizations
 - E. Philosophy of Child and Youth Care
 - F. Professional Work Habits
 - G. Hygiene & Appropriate Dress
 - H. Support of Program Goals
3. Leadership
 - A. *Mentoring/Coaching*
 - B. *Advocacy*
4. Commitment to *High-Quality Child and Youth Care*
 - A. Exceeding Regulations
 - B. Policies, Regulations (*COMAR*) & Legal Topics.



PROFESSIONALISM

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|--|--|---|
| 1. Professional Behavior A. Ethics | Pursue an understanding of ethical guidelines and other professional standards when making decisions and engaging in professional practice. P.1.A-N.a | Identify the characteristics and behaviors for professional practice and behaviors as outlined in the NAEYC <i>Code of Ethical Conduct</i> /National AfterSchool Association <i>Code of Ethics</i> . P.1.A-I.a | Demonstrate an understanding of the characteristics and behaviors for professional practice as outlined in the NAEYC <i>Code of Ethical Conduct</i> /National AfterSchool Association <i>Code of Ethics</i> . P.1.A-C.a | Develop strategies and experiences to assist professionals increase their understanding of the NAEYC <i>Code of Ethical Conduct</i> /National AfterSchool Association <i>Code of Ethics</i> . P.1.A-P.a | Support, promote, and advocate for ethical conduct as outlined in the NAEYC <i>Code of Ethical Conduct</i> and the National AfterSchool Association <i>Code of Ethics</i> . P.1-A.a |
| | Follow programs guidelines regarding ethical behavior and <i>professional integrity</i> when engaging with <i>all children and youth</i> , families, peers, community members, and organizations. P.1.A-N.b | Act with <i>professional integrity</i> and honesty when engaging with <i>all children and youth</i> , families, peers, community members, and organizations. P.1.A-I.b | Apply and model ethical behavior and <i>professional integrity</i> with <i>all children and youth</i> , families, peers, community members, and organizations. P.1.A-C.b | Use encouragement and support to ensure staff, substitutes, and any additional adults (i.e., volunteers and interns) engage in ethical behavior and act with <i>professional integrity</i> . P.1.A-P.b | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> that support ethical behavior and promote <i>professional integrity</i> for child and youth care professionals and programs. P.1-A.b |
| B. Confidentiality | Follow program and federal guidelines for protecting the <i>confidentiality</i> (spoken and written information) of <i>all children and youth</i> , families, staff, and colleagues. P.1.B-N | Understand potential violations of <i>confidentiality</i> and take steps to reduce the risk of occurrence. P.1.B-I | Develop methods for the appropriate sharing and protection of <i>confidential</i> information. P.1.B-C | Protect, ensure, and enforce <i>confidentiality</i> through the development of program guidelines, policies, and trainings. P.1.B-P | Protect, promote, and advocate for the privacy rights of individuals and families. P.1.B-A |



PROFESSIONALISM

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|---|--|---|---|
| 1. Professional Behavior C. Diversity & Inclusion | Recognize the importance of demonstrating respect for the diversity of <i>all children and youth</i> and families' <i>culture</i> , language, and religion in all interactions (<i>anti-bias</i> and <i>cultural responsiveness</i> techniques). P.1.C-N.a | Demonstrate a respect for the <i>cultural</i> , linguistic, and religious diversity of <i>all children and youth</i> and their families. P.1.C-I.a | Model and promote respect among peers and colleagues for the <i>cultural</i> , linguistic, and religious diversity of <i>all children and youth</i> and their families. P.1.C-C.a | Develop strategies and experience to help professionals increase their understanding of and respect for the <i>cultural</i> , linguistic, and religious diversity of <i>all children and youth</i> and their families. P.1.C-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> supporting <i>anti-bias</i> and <i>cultural responsiveness</i> . P.1.C-A.a |
| | Recognize the importance of supporting <i>inclusion</i> and <i>inclusionary practices</i> as outlined in the DEC/NAEYC's <i>Early Childhood Inclusion Policies</i> . P.1.C-N.b | Demonstrate a respect for the range of strengths, talents, and abilities among individuals. P.1.C-I.b | Model and promote respect among peers and colleagues for the range of strengths, talents, and abilities among individuals. P.1.C-C.b | Develop strategies and experience to help professionals increase their understanding of and respect for the range of strengths, talents, and abilities among individuals. P.1.C-P.b | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> supporting <i>inclusion</i> for <i>all children and youth</i> . P.1.C-A.b |
| | Recognize the importance of providing activities that reflect a welcoming environment for of <i>all children and youth</i> and families, regardless of <i>culture</i> , language, or religion, or strengths, talents, and abilities. P.1.C-N.c | Use teaching methods and practices that demonstrate respect for of <i>all children and youth</i> and families regardless of <i>culture</i> , language, or religion, or strengths, talents, and abilities, both in individual and group interactions. P.1.C-I.c | Develop and plan holistic learning experiences that demonstrate respect for the diversity of <i>all children and youth</i> and families' <i>culture</i> , language, and religion while considering strengths, talents, and abilities. P.1.C-C.c | Analyze, evaluate, and modify programs and procedures to ensure the program demonstrates respect for the diversity of <i>all children and youth</i> and families' <i>culture</i> , language, and religion. P.1.C-P.c | |



PROFESSIONALISM

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--|--|--|--|---|
| 1. Professional Behavior D. Collaboration | Recognize the importance of working collaboratively with <i>all children and youth</i> , colleagues, administrators, and families. P.1.D-N.a | Understand the importance of working collaboratively with <i>all children and youth</i> , colleagues, administrators, and families. P.1.D-I.a | Model and promote the collaborative process. P.1.D-C.a | Develop strategies and experiences to help professionals increase their understanding of the collaborative process. P.1.D-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> supporting collaboration among families, programs, and communities. P.1.D-A.a |
| | Recognize the need for collaboration with other professionals involved in the care and education of <i>all children and youth</i> (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, and school psychologists, etc.). P.1.D-N.b | Understand the importance of collaboration with other professionals involved in the care and education of <i>all children and youth</i> . P.1.D-I.b | Model collaboration with other professionals involved in the care and education of <i>all children and youth</i> . P.1.D-C.b | Develop strategies and experiences to promote collaboration between child and youth care professionals and programs and other professionals involved in the care and education of <i>all children and youth</i> . P.1.D-P.b | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> supporting collaboration between child and youth care professionals and programs and other professionals involved in the care and education of <i>all children and youth</i> . P.1.D-A.b |
| E. Conflict Resolution | Recognize the importance of problem solving and conflict resolution strategies with colleagues, administrators, and families. P.1.E-N | Engage in problem solving and conflict resolution strategies with colleagues, administrators, and families. P.1.E-I | Develop, plan, and implement <i>intentional</i> responses to conflicts including: <ul style="list-style-type: none"> ▪ Listening and acknowledging emotions and difficulties ▪ Providing support ▪ Negotiating solutions ▪ Solving problems. P.1.E-C | Provide <i>professional development</i> opportunities to teachers, caregivers, and staff to increase their understanding of problem solving and conflict-resolution skills and strategies. P.1.E-P | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> for supporting problem solving and to facilitate conflict resolution. P.1.E-A |



| PROFESSIONALISM | | | | | |
|--|---|---|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Professional Behavior F. Professional Attitude | Recognize the importance of a <i>positive</i> , responsible, sensitive, and <i>respectful</i> attitude in working with <i>all children and youth</i> and their families. P.1.F-N | Identify and utilize skills and attitudes that reflect <i>positive</i> , responsible, sensitive, and <i>respectful</i> attitudes in working with <i>all children and youth</i> and their families. P.1.F-I | Model and encourage others to demonstrate <i>positive</i> , responsible, sensitive, and <i>respectful</i> attitudes in working with <i>all children and youth</i> and their families. P.1.F-C | Demonstrate leadership in the development and maintenance of <i>positive</i> , responsible, sensitive, and <i>respectful</i> attitudes in working with <i>all children and youth</i> and their families. P.1.F-P | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> to promote professionalism in the field of child and youth care and education. P.1.F-A |
| | G. Communication | Work to communicate clearly, professionally, and <i>confidentially</i> with <i>all children and youth</i> , families, and colleagues. P.1.G-N.a | Communicate clearly, professionally, and <i>confidentially</i> with <i>all children and youth</i> , families, and colleagues, effectively using verbal, nonverbal, and paraverbal communication. P.1.G-I | Model clear, professional, <i>confidential</i> , effective communication with <i>all children and youth</i> , families, and colleagues. P.1.G-C | Provide <i>professional development</i> on the principles of and strategies for effective communication with <i>all children and youth</i> , families, and colleagues, including verbal, nonverbal, and paraverbal communication. P.1.G-P.a |
| | Recognize verbal, nonverbal, and paraverbal communication. P.1.G-N.b | | | Ensure communication is on-going, appropriate, and <i>culturally responsive</i> . P.1.G-P.b | |
| | Recognize the importance of communicating in a manner that is <i>culturally responsive</i> and matches the recipient's preferred language, level of understanding, and preferred means of communication. P.1.G-N.c | | | | |



| PROFESSIONALISM | | | | | |
|---|---|---|---|---|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 1. Professional Behavior H. Positive Relationships with Colleagues | Recognize the importance of accepting, supporting, and caring for co-workers. | Demonstrate proper care and acceptance of co-workers. | Model and encourage positive relationships between co-workers. | Develop strategies and experiences that encourage positive and supportive collegial relationships among and between co-workers. | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> to promote the development of programs and initiatives that encourage positive and supportive collegial relationships. |
| | P.1.H-N | P.1.H-I | P.1.H-C.a | P.1.H-P.a | P.1.H-A |
| | | | Value the perspectives of others and engage in open, collaborative discussions to generate ideas and solve problems. P.1.H-C.b | Develop mentor relationships with less experienced colleagues. P.1.H-P.b | |



| PROFESSIONALISM | | | | | |
|---|--|---|---|--|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 2. Professional Development A. Continual Updating of Knowledge | Recognize the importance of continuous participation in <i>professional development</i> (e.g., workshops, trainings, conferences, and higher education). P.2.A-N.a | Engage in <i>professional development</i> for both personal and professional growth to increase <i>competency</i> . P.2.A-I.a | Identify and regularly use resources available for <i>professional development</i> to enhance content <i>knowledge</i> and <i>pedagogical</i> skill. P.2.A-C | Maintain ongoing <i>professional development</i> through participation in training, networking, and/or participation in professional communities. P.2.A-P.a | Analyze, evaluate, articulate, and provide <i>professional development</i> on <i>evidence-based best practices</i> . P.2.A-A |
| | Complete a <i>professional development</i> plan that addresses <i>ADA</i> , first aid, CPR, emergency preparedness, and education or <i>professional development</i> , as required by position. P.2.A-N.b | Implement a <i>professional development</i> plan that includes gaining additional <i>knowledge</i> and skills through approved <i>professional development</i> activities and other activities such as: <ul style="list-style-type: none"> ▪ Seeking and using feedback from other professionals ▪ Journaling & reflection ▪ Reading professional publications ▪ Staff development workshops ▪ Professional organizations ▪ Formal course work. P.2.A-I.b | | Promote approved <i>professional development</i> and continued professional growth through: <ul style="list-style-type: none"> ▪ Staff development workshops ▪ Seeking and using feedback from others ▪ Journaling and reflection ▪ Reading professional publications ▪ Professional organizations ▪ Formal course work. P.2.A-P.b | |



PROFESSIONALISM

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|---|--|--|--|--|
| <p>2. Professional Development</p> <p>B. Learning Communities</p> | <p>Recognize the importance of continual, collaborative learning to inform practice.</p> <p>P.2.B-N</p> | <p>Participate in a <i>collaborative learning community</i> that supports and respects its members' efforts to improve practice.</p> <p>P.2.B-I</p> | <p>Maintain a <i>collaborative learning community</i> with colleagues characterized by mutual support and cooperation.</p> <p>P.2.B-C</p> | <p>Maintain involvement in and encourage staff involvement in <i>collaborative learning communities</i>, promoting an atmosphere of professional inquiry and growth.</p> <p>P.2.B-P</p> | <p>Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> to improve and facilitate <i>collaborative learning communities</i>.</p> <p>P.2.B-A</p> |
| <p>C. Reflective Practice</p> | <p>Recognize the importance of critical self-reflection for improving practice.</p> <p>P.2.C-N</p> | <p>Incorporate self-reflection and feedback from others to improve practice.</p> <p>P.2.C-I</p> | <p>Model critical reflection of personal educational and professional practice.</p> <p>P.2.C-C</p> | <p>Examine and engage in critical reflection of varying perspectives in child and youth care.</p> <p>P.2.C-P</p> | <p>Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding educating with <i>intentionality</i> and reflection.</p> <p>P.2.C-A</p> |
| <p>D. Professional Organizations</p> | <p>Recognize the importance of participation in professional organizations related to child and youth care.</p> <p>P.2.D-N</p> | <p>Participate in professional organizational opportunities (e.g., meetings, trainings, conferences, etc.).</p> <p>P.2.D-I</p> | <p>Contribute to organizations designed to support child and youth care professionals (e.g., serving on boards, committees, events, task forces, etc.).</p> <p>P.2.D-C</p> | <p>Develop strategies and experiences that encourage the participation of co-workers and staff in professional organizations.</p> <p>P.2.D-P</p> | <p>Provide leadership for professional organizations, boards, task forces, or committees related to child and youth care.</p> <p>P.2.D-A</p> |
| <p>E. Philosophy of Child and Youth Care</p> | <p>Recognize the importance of a personal philosophical perspective, including values and beliefs about <i>high-quality care and education for all children and youth</i>.</p> <p>P.2.E-N</p> | <p>Articulate a personal philosophical perspective, including values and beliefs about <i>high-quality care and education for all children and youth</i>.</p> <p>P.2.E-I</p> | <p>Examine and enrich a personal philosophical perspective, including values and beliefs about <i>high-quality care and education for all children and youth</i>.</p> <p>P.2.E-C</p> | <p>Guide others to develop, articulate, examine, and enrich a personal philosophical perspective, including values and beliefs about <i>high-quality care and education for all children and youth</i>.</p> <p>P.2.E-P</p> | <p>Investigate, analyze, synthesize, and promote the philosophical perspectives of child and youth care.</p> <p>P.2.E-A</p> |



PROFESSIONALISM

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--|---|--|--|---|
| <p>2. Professional Development</p> <p>F. Professional Work Habits</p> | <p>Recognize professional work habits, such as:</p> <ul style="list-style-type: none"> Confidentiality Respect for all people Dependability Time management Initiative Independence Teamwork. | <p>Demonstrate efficient and effective professional work habits including:</p> <ul style="list-style-type: none"> Confidentiality Respect for all people Dependability Time management Initiative Independence Teamwork. | <p>Model and encourage others to exhibit and improve professional work habits.</p> | <p>Provide professional development opportunities for teachers, caregivers, and staff to increase their understanding of professional work habits as well as to develop on-going improvement strategies.</p> | <p>Analyze, evaluate, articulate, and apply evidence-based best professional work habits and practices.</p> |
| | P.2.F-N | P.2.F-I | P.2.F-C | P.2.F-P | P.2.F-A |
| G. Hygiene & Appropriate Dress | <p>Maintain a professional appearance by practicing good hygiene and appropriate dress for interacting with children and youth in a variety of indoor and outdoor settings and activities.</p> | <p>Model and encourage others to maintain good hygiene and appropriate dress when working with children and youth in a variety of indoor and outdoor settings and activities.</p> | <p>Develop, select or create policies for good hygiene and appropriate dress/professional appearance for child and youth care professionals who work in a variety of indoor and outdoor settings and activities.</p> | <p>Analyze, evaluate, and modify policies to encouraging the practice good hygiene and professional appearance for interacting with children/youth.</p> | <p>Provide leadership in the areas of good hygiene and professional dress.</p> |
| | P.2.G-N | P.2.G-I | P.2.G-C | P.2.G-P | P.2.G-A |
| H. Support of Program Goals | <p>Recognize program goals and participate in their achievement and periodic review.</p> | <p>Understand program goals.</p> | <p>Develop, plan, select, and/or create ways to contribute to the attainment of program goals.</p> | <p>Analyze, evaluate, and modify program goals.</p> | <p>Analyze, evaluate, articulate, and apply evidence-based best practices to advance the understanding of best practices for child and youth care programs.</p> |
| | P.2.H-N | P.2.H-I | P.2.H-C | P.2.H-P | P.2.H-A |



| PROFESSIONALISM | | | | | |
|--|---|---|--|---|---|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 3. Leadership A. Mentoring/ Coaching | Recognize the importance of participating in learning opportunities. P.3.A-N | Identify personal and career goals and develop a personal plan to achieve these goals, enlisting mentors and/or coaches to assist. P.3.A-I | Identify and use sources for adult learning, <i>mentoring</i> , and <i>coaching</i> opportunities with more experienced colleagues. P.3.A-C | Serve as a mentor and coach to all staff, incorporating principles of adult learning. P.3.A-P | Analyze, evaluate, and articulate <i>evidence-based best practices</i> to facilitate <i>mentoring</i> and <i>coaching</i> programs. P.3.A-A |
| | B. Advocacy | Recognize the importance of <i>advocacy</i> for <i>all children and youth</i> and their families. P.3.B-N.a | Understand how public policies are developed and stay informed about current trends in the child and youth care profession. P.3.B-I.a | Develop as an informed advocate for families, child and youth care programs, and topics directly related to practice, promoting <i>high-quality child and youth care</i> services. P.3.B-C | Demonstrate essential <i>advocacy</i> skills, including verbal and written communication and collaboration with others regarding services and legislation for children and youth and their families. P.3.B-P |
| | | ▲ Understand the role of school-age care professionals as unique and valuable educators. P.3.B-N.b | ▲ Promote the valuable role of school-age care professionals as co-educators with school teachers and families. P.3.B-I.b | | |
| 4. Commitment to High-Quality Child and Youth Care A. Exceeding Regulations | Recognize the importance of providing child and youth care that is recommended by professional organizations and that exceeds Maryland child and youth care regulations. P.4.A-N | Implement daily child and youth care practices that comply with current standards recommended by professional organizations and exceed governmental regulations. P.4.A-I | Model and help others to establish and maintain high quality standards that exceed minimal legal and regulatory standards and mandates. P.4.A-C | Analyze, evaluate, and modify practices to meet high-quality standards recommended by professional organizations. P.4.A-P | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> to meet and exceed high-quality standards for child and youth care. P.4.A-A.a |



| PROFESSIONALISM | | | | | |
|---|--|--|---|--|--|
| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
| 4. Commitment to High-Quality Child and Youth Care A. Exceeding Regulations, continued | | | | | Engage the community in topics relevant to developing, implementing, and improving practices that meet and exceed regulatory standards and mandates. P.4.A.b |
| | B. Policies, Regulations (COMAR) & Legal Topics Know and comply with Maryland regulations (COMAR), such as appropriate adult-to-child/youth ratios. P.4.B-N.a | Maintain awareness of policies, licensing regulations, and legal topics. P.4.B-I.a | Develop systems for documenting child and youth care practices that comply with current standards recommended by professional organizations and exceed governmental regulations. P.4.B-C | Provide <i>professional development</i> to train and update staff on procedures, policies, licensing regulations, and legal topics. P.4.B-P | Review and advocate for high-quality policies, licensing regulations, and legal obligations that promote <i>high-quality child and youth care</i> . P.4.B-A.a |
| | Comply fully with all legislative requirements (e.g., ADA, etc.) and judicial orders (e.g., custody, visitation, etc.). P.4.B-N.b | Meet and exceed legal and regulatory standards and mandates for daily practices that promote safe, healthy classrooms/learning environments for <i>all children and youth</i> and child and youth care professionals. P.4.B-I.b | | | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding child and youth care regulatory standards and mandates. P.4.B-A.b |



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PROGRAM ADMINISTRATION

Maryland's child and youth care program administrators should:

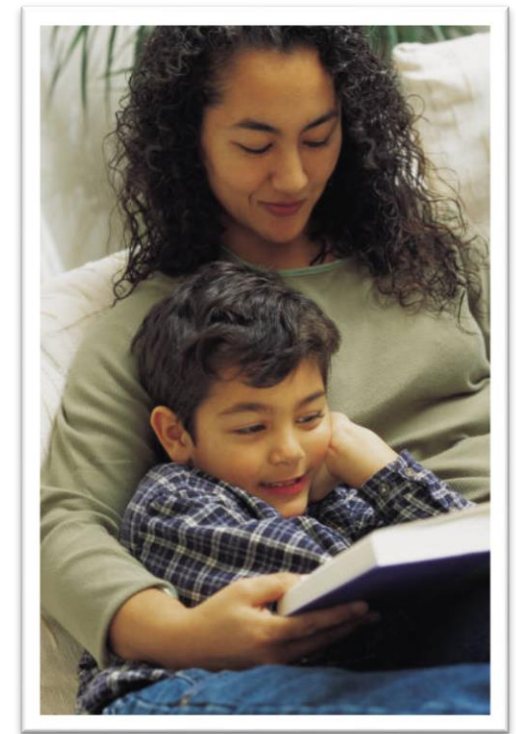
- Provide well-run purposeful programs that are *responsive*²¹ to the needs of children and youth and their families.

(Adapted from *CDA Essentials for Working with Young Children* 2013)

Knowledge

Child and youth care professionals working at the administrative level need a core base of *knowledge* regarding program administration. Maryland defines *core knowledge* of program administration as knowing and implementing the following key topics:

- Child and youth care policies, licensing regulations, legal and *advocacy* topics
- Federal and State of Maryland legal and regulatory standards, as well as professional standards
- Program planning, implementation, *evaluation*, and improvement
- Effective policies, interactions, communication, and engagement of families
- *Facility* and environment management to promote safety, comfort, and learning
- Child and youth care *facility* and daily operations
- Fiscal management that promotes sound financial practices and planning
- *Assessment* of community child and youth care needs, marketing, and public relations
- Risk management to minimize the risk for injury, property loss, or professional liability
- *Human resources management* to recruit, support, develop, evaluate and retain highly-qualified child and youth care professionals
- Leadership, team building, and conflict resolution
- Technology to support communication, program administration, and information resourcing.



²¹ Italicized terms are defined in the glossary.



Competencies

The *knowledge* of program administration is manifested differently, depending on the role and the level of the child/youth care professional: Competent, Proficient, or Advanced. The Novice and Intermediate levels are not included, since program administrators require high levels of *knowledge* and experience not present at the Novice and Intermediate levels. Professionals at higher levels are expected to demonstrate the *knowledge* and *competencies* of all prior levels.

The domains, *core knowledge*, and *competencies* are lettered and numbered, not to imply a ranking of importance, but to provide easy reference (e.g., “PA.1.B-C.a” instead of “Domain: Program Administration; first *Core of Knowledge* area: Legal & Regulatory Standards; second subtopic: Licensing; Level: Competent; first *competency*”).²²

The phrase “*all children and youth*” is used specifically within the *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals* to refer to ALL children and youth, including:

- Those with *special needs*, special health care needs and/or developmental delays or disabilities. This reflects societal values about promoting opportunities for development and learning and a sense of belonging for each and every child and youth. It also reflects a reaction against previous practices of isolating children and youth with disabilities.
- Gifted and talented children and youth: as defined by the US Department of Education, those with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.



²² Competencies marked by a triangle (▲) refer to school-age care.

The Program Administration *competencies* are grouped into *core of knowledge* areas:

1. Legal & Regulatory Standards
 - A. Compliance
 - B. Licensing
 - C. Record Keeping
 - D. Emergency Procedures
2. Program Planning & *Evaluation*
 - A. Foundations
 - B. Mission, Goals & Philosophy
 - C. Program Planning
 - D. Program *Evaluation*
 - E. Program Improvement
3. Family Engagement
 - A. Program Practices
 - B. Communication
 - C. Resources
4. *Facility* & Environment Management
 - A. Program Practices
 - B. *Facility* Management
 - C. Environment Management
 - D. Space
5. Fiscal Management
 - A. Financial Planning
 - B. Budget Development
 - C. Budget Maintenance
 - D. Accounting Practices
 - E. Compensation
 - F. Benefits
 - G. Insurance
 - H. Marketing
 - I. Resource Development
6. Risk Management
 - A. Program Practices
 - B. Risk Reduction
 - C. Accident Protocol
 - D. Emergency Management
7. *Human Resources Management*
 - A. Personnel Policies
 - B. Schedules
 - C. Building of Collegiality
 - D. Volunteers
 - E. *Professional Development*
 - F. Performance *Evaluation*
 - G. Communication
8. Technology.



PROGRAM ADMINISTRATION

| <i>Core of Knowledge</i> | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------------|--|---|--|---|
| 1. Legal & Regulatory Standards A. Compliance | | | Support others in identifying and correcting areas of non-compliance. PA.1.A-C | Monitor and correct the environment for compliance with all federal, State of Maryland legal and regulatory program standards and mandates, zoning requirements, and fire, health, and safety regulations. PA.1.A-P | Advocate for <i>evidence-based best practices</i> in Federal and State of Maryland regulatory policies and practices to promote high-quality programs for <i>all children and youth</i> . PA.1.A-A |
| | B. Licensing | | | Display license and other certificates of compliance in a publicly accessible place. PA.1.B-C.a | Communicate the psychological and monetary value of the license and other certificates. PA.1.B-P |
| | | Refer family members to compliance reports available on-site and online. PA.1.B-C.b | | | |
| C. Record Keeping | | | Keep records according to regulations and program policies. PA.1.C-C | Develop policies and procedures for record keeping, ensuring accuracy, timeliness, <i>confidentiality</i> , and compliance with regulations. PA.1.C-P.a | Advocate for <i>evidence-based best practice</i> regarding recordkeeping systems that support continuous program improvement. PA.1.C-A |
| | | | | Provide training to staff on record requirements and program policies and procedures. PA.1.C-P.b | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|---|--|
| 1. Legal & Regulatory Standards D. Emergency Procedures | | | Develop policies and procedures for emergencies, health, safety, and nutrition. | Develop, plan, and enforce written emergency procedures based on current regulatory requirements and recommendations from agencies and organizations that specialize in emergency preparedness. | Promote <i>evidence-based best practices</i> with child and youth care programs, regulatory agencies, and first responders who create emergency protocol for programs and families. |
| | | | PA.1.D-C | PA.1.D-P | PA.1.D-A |
| 2. Program Planning & Evaluation A. Foundations | | | | Know and understand the components of a quality work environment, as outlined in resources such as PAS, BAS, and ITERS. | Promote and apply <i>evidence-based best practices</i> regarding program planning, policies, procedures, implementation, <i>evaluation</i> , and improvement for <i>all children and youth</i> . |
| | | | PA.2.A-C | PA.2.A-P | PA.2.A-A |
| B. Mission, Goals, & Philosophy | | | Identify the program’s mission, goals, and philosophy. | Work in partnership with staff, colleagues, families, regulatory agencies, and the community to develop the program’s mission statement, goals, and philosophy. | Promote <i>evidence-based best practices</i> while creating a statement of philosophy. |
| | | | PA.2.B-C.a | PA.2.B-P.a | PA.2.B-A.a |
| | | | Articulate the program’s mission, goals, and philosophy, and respond appropriately to questions from staff, colleagues, and families. | Conduct an ongoing analysis of the program’s mission, goals, and philosophy statements and their implication for practice. | Implement a philosophy-driven practice in the program. |
| | | | PA.2.B-C.b | PA.2.B-P.b | PA.2.B-A.b |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|--|--|
| 2. Program Planning & Evaluation B. Mission, Goals, & Philosophy, continued | | | Identify similarities and differences among various philosophical approaches to child and youth care as they apply to the program’s mission, goals, and philosophy. PA.2.B-C.c | Share with staff & families the program’s written philosophy/mission statement which reflects effective child and youth care and <i>inclusionary practices</i> . PA.2.B-P.c | |
| C. Program Planning | | | Implement on-going monitoring to plan and adjust daily activities based on individual needs and skills. PA.2.C-C.a | Create strategic plans and procedures to ensure the long-term success and effectiveness of the program. PA.2.C-P.a | Analyze, evaluate, articulate, and apply current <i>knowledge</i> , theories, research, and <i>best practices</i> of effective program planning. PA.2.C-A.a |
| | | | Observe, identify, and discuss the importance of using on-going system-level program monitoring to ensure the long-term success of the program. PA.2.C-C.b | Lead staff, colleagues, families, educators, regulatory agencies, and community leaders, the program’s board of directors, funding agencies, and other individuals as appropriate in program planning. Areas for focus include: <ul style="list-style-type: none"> ▪ Recruitment & enrollment of children/youth ▪ Defined roles and responsibilities for governing boards and parent advisory committees ▪ Setting annual goals for improvement ▪ Resources and support for meeting goals ▪ Program <i>evaluation</i>. PA.2.C-P.b | Engage child and youth care professionals, families, staff, regulatory agencies, and community leaders to participate in the strategic plan and procedures planning process. PA.2.C-A.b |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|--|--|---|
| 2. Program Planning & Evaluation D. Program Evaluation | | | Assist with the review and interpretation of data for the annual program <i>evaluation</i> . PA.2.D-C.a | Complete an annual program <i>assessment</i> to support the development and implementation of a written program improvement plan. PA.2.D-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding for program <i>evaluation</i> . PA.2.D-A |
| | | | Implement program <i>evaluation</i> activities. PA.2.D-C.b | Implement an annual program <i>evaluation</i> that assesses the quality of personnel, physical environment, effectiveness of parent involvement, and other community collaboration activities. PA.2.D-P.b | |
| | | | Participate in review and interpretation of annual program <i>evaluation</i> data. PA.2.D-C.c | Use program <i>evaluation</i> results for program improvement, decision making and accountability. PA.2.D-P.c | |
| | | | | Inform stakeholders, external agencies, and policy makers of results. PA.2.D-P.d | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|---|--|
| 3. Family Engagement A. Program Practices | | | Engage families, staff, and colleagues in the development of program policies and procedures. PA.3.A-C.a | Develop policies and procedures that support family engagement. PA.3.A-P.a | Analyze, evaluate, articulate, and promote <i>evidence-based best practices</i> regarding family engagement and involvement in child and youth care. PA.3.A-A |
| | | | Consider families’ values, goals, and concerns when making decisions that impact: <ul style="list-style-type: none"> ▪ Policies ▪ Programs ▪ Curriculum ▪ Environment. PA.3.A-C.b | Develop policies, plans, and procedures to ensure that the program has the materials and equipment needed to support the full implementation of the program’s curriculum. PA.3.A-P.b | |
| | | | Provide families opportunities to give feedback on policies and be <i>responsive</i> to families’ perspectives. PA.3.A-C.c | Create a family handbook that outlines program policies and procedures. PA.3.A-P.c | |
| B. Communication | | | Develop, plan, and implement policies and procedures for obtaining family consent before sharing information with other organizations or agencies. PA.3.B-C.a | Develop policies and procedures that guide communication methods with families. PA.3.B-P.a | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|---|--|
| 3. Family Engagement B. Communication, continued | | | Plan regularly scheduled conferences (formal) and other strategies (informal) to exchange information about child/youth’s development and set further learning goals with families. PA.3.B-C.b | Develop policies which include specific strategies to assist families who speak languages other than English to ensure awareness and understanding of communication between families and the program. PA.3.B-P.b | |
| C. Resources | | | ▲ Develop program policies and procedures to create and support effective partnerships with families, schools, organizations, and the community to better coordinate supports and opportunities for <i>all children and youth</i> . PA.3.C-C.a | Create, keep up-to-date, and make available to families a list of <i>community resources</i> . PA.3.C-P.a | |
| | | | Identify sources of childrearing information, such as the library, internet, and/or health care providers, and share information with families. PA.3.C-C.b | Provide learning opportunities for families regarding parenting, learning and development, and family health topics. PA.3.C-P.b | |
| 4. Facility & Environment Management A. Program Practices | | | | Develop policies and procedures for <i>facility</i> and environment management to promote safety, comfort, and learning, and monitor implementation. PA.4.A-P | Analyze, evaluate, articulate, and promote <i>evidence-based best practices</i> regarding <i>facility</i> and environment management to support the ever-changing needs of children, youth, staff, and families. PA.4.A-A |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|--|--|---|
| 4. Facility & Environment Management B. Facility Management | | | Understand <i>facility</i> operation and management. PA.4.B-C.a | Develop and plan procedures for <i>facility</i> maintenance which include budgetary support for preventative maintenance schedules, refurbishment, and enhancement of the physical <i>facility</i> . PA.4.B-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding <i>facility</i> management. PA.4.B-A |
| | | | Identify potential resources which can resolve <i>facility</i> problems, such as utility companies or repair services. PA.4.B-C.b | Ensure the <i>facility</i> design provides safety and accessibility as required by the <i>Americans with Disabilities Act (ADA)</i> . PA.4.B-P.b | |
| | | | Comply with the <i>Americans with Disabilities Act (ADA)</i> . PA.4.B-C.c | Implement procedures for systematic monitoring and maintenance of the buildings and grounds. PA.4.B-P.c | |
| | | | Engage <i>all children and youth</i> , families, colleagues, staff, volunteers, and the community in creating and maintaining a safe, high-quality <i>facility</i> . PA.4.B-C.d | | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|---|--|---|
| 4. Facility & Environment Management C. Environment Management | | | Develop and plan methods to engage children, staff, volunteers, and family members in enhancing the physical and learning environment. PA.4.C-C.a | Analyze, evaluate and modify the environment to ensure it: <ul style="list-style-type: none"> Is accessible for all Inspires pride and provides beauty Provides comfort and safety for all members of the community. PA.4.C-P.a | Promote <i>evidence-based best practices</i> that encourage environmental designs that support the ever-changing requirements of children/youth, staff, and families. PA.4.C-A |
| | | | Encourage children, staff, volunteers, and family members to protect, support, maintain, and enhance the physical and learning environment. PA.4.C-C.b | Implement procedures that result in continuous improvement and enhancement of the environment, both inside and outside. PA.4.C-P.b | |
| | | | Encourage the use of environmentally friendly products, energy-saving appliances, and recycling when possible. PA.4.C-C.c | | |
| D. Space | | | Ensure the appropriate provision of space for while offering supervision and comfort to sick children waiting to be picked up by parent or caregiver. PA.4.D-C.a | Continually evaluate and modify space to make the best use of the facilities and resources. PA.4.D-P.a | Support <i>evidence-based best practice</i> regarding effective space utilization to support the ever-changing requirements of children, staff, and families. PA.4.D-A |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|--|--|--|
| 4. Facility & Environment Management D. Space, continued | | | Provide for the appropriate amount of space to meet the needs of staff. PA.4.D-C.b | Continually evaluate and modify private spaces that are available for staff and families. PA.4.D-P.b | |
| | | | Ensure the maximized use of both indoor and outside space. PA.4.D-C.c | Continually evaluate and modify room and <i>facility</i> scheduling to make best use of available space and resources. PA.4.D-P.c | |
| 5. Fiscal Management A. Financial Planning | | | Participate in the development, planning, and implementation of fiscal plans and policies. PA.5.A-C | Develop and implement a financial plan and procedures that supports the program’s sustainability and growth. PA.5.A-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding systems that support sound fiscal management in a variety of child and youth care settings supplied by multiple funding streams. PA.5.A-A |
| | | | | Utilize appropriate resources to support financial planning and management. PA.5.A-P.b | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|--|--|---|
| 5. Fiscal Management C. Budget Maintenance | | | Continually assess for potential shortages or surpluses in budgetary expenses. PA.5.C-C | Continually analyze, evaluate and modify operating budget. PA.5.C-P.a | Support <i>evidence-based best practice</i> regarding systems that support sound fiscal operations in a variety of child and youth care and education settings. PA.5.C-A |
| | | | | Continually evaluate to ensure program meets budgetary reporting requirements. PA.5.C-P.b | |
| D. Accounting Practices | | | Select, adapt, or create an accounting system. PA.5.D-C.a | Continually analyze income and expenses to ascertain cash flow for the fiscal year. PA.5.D-P.a | Promote <i>evidence-based best practice</i> regarding accounting practices that meet the varying needs of child and youth care providers. PA.5.D-A |
| | | | Maintain fiscal records (i.e., balance sheets, bank reconciliations, etc.). PA.5.D-C.b | Evaluate income and expenses when considering hiring additional staff or enrolling additional children or making other programmatic changes. PA.5.D-P.b | |
| | | | Reconcile income and expenses monthly. PA.5.D-C.c | Ensure an annual audit of financial records. PA.5.D-P.c | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|--|--|
| 5. Fiscal Management D. Accounting Practices, continued | | | Assess monthly and quarterly income and expense statements to determine fiscal status. PA.5.D-C.d | Communicate reports to appropriate stakeholders (board, funding sources, etc.) on a regular basis. PA.5.D-P.d | |
| | | | Manage materials and supplies in accordance with the budget. PA.5.D-C.e | Develop financial procedures that support budget development and purchasing policies, salaries, and benefits for staff. PA.5.D-P.e | |
| E. Compensation | | | Participate in <i>professional development</i> opportunities and pursue personal goals to increase professionalism and increase compensation potential. PA.5.E-C | Develop and implement a salary scale that is differentiated by experience, current job expectations, education, and specialized training. PA.5.E-P.a | Promote equity and just compensation for child and youth care professionals. PA.5.E-A |
| | | | | Develop and implement alternative methods of recognizing outstanding job performance and accomplishments that contribute to child or program achievement. PA.5.E-P.b | |
| | | | | Continually analyze program salary scale, taking into consideration both internal and external factors (i.e., economic indicators, market base, labor pool, etc.). PA.5.E-P.c | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|--|---|
| 5. Fiscal Management H. Marketing | | | Create a warm, welcoming environment for prospective families, providing tours and information. PA.5.H-C.a | Develop effective and appropriate marketing tools and a sustainability plan. PA.5.G-P | |
| | | | Promote the program, its services, and highlights to others. PA.5.H-C.b | | |
| I. Resource Development | | | Identify methods of acquiring both material and non-material resources. PA.5.I.C | | |
| 6. Risk Management A. Program Practices | | | Establish and monitor program practices and identify resources for ongoing development and implementation of healthy and safe environments. PA.6.A-C.a | Train staff in risk management policies and procedures, developing and displaying information as needed. PA.6.A-P | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding risk management in child and youth care environments. PA.6.A-A |
| | | | Maintain current and accurate documentation regarding risk management. PA.6.A-C.b | | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|---|---|---|
| 6. Risk Management B. Risk Reduction | | | <p>▲ On an on-going basis, identify and address potential distance, transportation, and neighborhood safety barriers for <i>all children and youth</i>.</p> <p>PA.6.B-C.a</p> | <p>Conduct health and safety orientations that meet Maryland requirements.</p> <p>PA.6.B-P.a</p> | <p>Promote and apply <i>evidence-based best practice</i> regarding areas of potential loss and liability.</p> <p>PA.6.B-A</p> |
| | | | <p>Understand loss and liability policies.</p> <p>PA.6.B-C.b</p> | <p>Develop program policies and procedures for risk and injury prevention for children, families, and staff.</p> <p>PA.6.B-P.b</p> | |
| | | | <p>Keep accurate up-to-date documentation related to risk management.</p> <p>PA.6.B-C.c</p> | <p>Ensure that policies created to address environmental hazards (i.e., asbestos, lead, air pollution, etc.) are in accordance with regulatory agency requirements.</p> <p>PA.6.B-P.c</p> | |
| | | | <p>Regularly assess the environment for potential risks.</p> <p>PA.6.B-C.d</p> | <p>Provide for <i>professional development</i> on the prevention of workplace accidents for staff.</p> <p>PA.6.B-P.d</p> | |
| | | | | <p>Ensure that child and youth care professionals and volunteers present no risk to the health, safety, or welfare of children/youth.</p> <p>PA.6.B-P.e</p> | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|---|---|--|
| 6. Risk Management C. Accident Protocol | | | Develop program emergency and disaster guidelines using federal, state, and local standards and mandates. PA.6.C-C.a | Maintain written procedures for preparing for and handling emergencies. PA.6.C-P.a | Promote <i>evidence-based best practice</i> to reduce the risk of accidents. PA.6.C-A |
| | | | Share program emergency and disaster guidelines with families. PA.6.C-C.b | Provide information to employees regarding their rights under the Maryland Occupational Safety and Health Administration (MOSH). PA.6.C-P.b | |
| | | | Create policies and procedures to minimize the risk for injury, property loss, or professional liability. PA.6.C-C.c | Develop policies and procedures for response to and reporting of accidents in accordance with federal, state, and local government regulations. PA.6.C-P.c | |
| | | | Analyze all areas of the <i>facility</i> and program for safety and identify steps to take when an accident occurs including contact information. PA.6.C-C.d | | |
| | | | When needed, ensure accidents are reported. PA.6.C-C.e | | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|--|--------|--------------|--|---|--|
| 6. Risk Management D. Emergency Management | | | Ensure that all program emergency and disaster materials and resources are current and in adequate supply. PA.6.D-C.a | | |
| | | | Establish connections with community emergency services providers. PA.6.D-C.b | | |
| | | | Develop procedures for preparing for and handling accidents and emergencies. PA.6.D-C.c | | |
| 7. Human Resources Management A. Personnel Policies | | | Create personnel policies, including salaries, benefits, and internship or volunteer agreements. PA.7.A-C.a | Create or adopt hiring policies and job descriptions for all employees in compliance with regulations or other requirements. PA.7.A-P.a | Ensure that <i>evidence-based best practices</i> regarding human resources management are implemented. PA.7.A-A.a |
| | | | Ensure staff composition is reflective of families and the community. PA.7.A-C.b | Ensure that hiring policies and job descriptions consider the diverse linguistic and <i>cultural</i> experiences of all children and families in the program. PA.7.A-P.b | Engage child and youth care professionals and community members to strengthen hiring practices to cultivate leaders. PA.7.A-A.b |
| | | | | Develop an orientation program for new staff, volunteers, and interns. PA.7.A-P.c | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
|---|--------|--------------|---|--|---|
| 7. Human Resources Management A. Personnel Policies, continued | | | | Create or adopt a monitoring system for all personnel procedures to ensure they are consistent with regulatory requirements. PA.7.A-P.d | |
| | | | | Mandate training to ensure that all staff members are adequately prepared to work with <i>all children/youth</i> and families of diverse backgrounds. PA.7.A-P.e | |
| B. Schedules | | | Plan schedules and assist as needed to ensure <i>continuity of care</i> is provided for children. PA.7.B-C.a | Ensure that schedules to meet proper staff-child ratios and maintain consistent assignment of teachers/caregivers for individual children/youth or groups of children/youth are implemented. PA.7.B-P.a | Implement <i>best practices</i> regarding scheduling and the value of <i>continuity of care</i> . PA.7.B-A |
| | | | Post complete and up-to-date program schedules. PA.7.B-C.b | Implement strategies that support flexible scheduling while minimizing disruption. PA.7.B-P.b | |
| | | | Develop and document contingency plans to maintain appropriate supervision of <i>all children and youth</i> at all times. PA.7.B-C.c | Develop and maintain an up-to-date substitute list of qualified individuals to support scheduling needs. PA.7.B-P.c | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 7. Human Resources Management C. Building of Collegiality | | | Model positive relationships with staff members that foster a collegial environment. PA.7.C-C.a | Analyze the organizational climate and regularly make adjustments to promote and maintain a positive environment for staff, volunteers, and interns. PA.7.C-P.a | Understand and demonstrate <i>evidence-based best practice</i> regarding group dynamics/management in order to provide guidance for child and youth care professionals. PA.7.C-A.a |
| | | | Create opportunities for all team members to contribute in positive and cooperative ways. PA.7.C-C.b | Initiate or provide for team-building opportunities for child and youth care professionals to gather, share, and learn from each other. PA.7.C-P.b | Practice collegiality in all professional relationships. PA.7.C-A.b |
| | | | | Communicate appropriately to resolve staff conflicts and to improve team relationships. PA.7.C-P.c | |
| D. Volunteers | | | Recognize the contributions of colleagues, volunteers, and administrators. PA.7.D-C.a | Develop strategies to recognize, both privately and publicly, the contributions of colleagues, volunteers, administrators, and community members to the program. PA.7.D-P | |
| | | | Provide guidance to substitutes, volunteers, and additional adults. PA.7.D-C.b | | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| <p>7. Human Resources Management</p> <p>E. Professional Development</p> | | | <p>Identify personal and career goals and develop a personal plan to achieve these goals.</p> <p>PA.7.E-C.a</p> | <p>Develop, support, and monitor <i>professional development</i> plans at both the program and individual level to support teaching practices and curriculum implementation.</p> <p>PA.7.E-P.a</p> | <p>Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding <i>professional development</i>.</p> <p>PA.7.E-A</p> |
| | | | <p>Identify sources for adult learning, <i>coaching</i>, and <i>mentoring</i> opportunities with more experienced child and youth care providers.</p> <p>PA.7.E-C.b</p> | <p>Provide <i>professional development</i> opportunities (traditional and distance learning) for all staff.</p> <p>PA.7.E-P.b</p> | |
| | | | <p>Provide or implement opportunities for colleagues to share their learning and new ideas with each other.</p> <p>PA.7.E-C.c</p> | <p>Encourage child and youth care professionals to engage in learning and <i>professional development</i>.</p> <p>PA.7.E-P.c</p> | |
| | | | <p>Share <i>evidence-based</i> research articles and Internet sites that promote learning and <i>professional development</i>.</p> <p>PA.7.E-C.d</p> | <p>Provide resources or information about sources of financial support for <i>professional development</i>.</p> <p>PA.7.E-P.d</p> | |
| | | | | <p>Serve as a coach and mentor to all employees.</p> <p>PA.7.E-P.e</p> | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 7. Human Resources Management F. Performance Evaluation | | | Implement and participate in formal performance reviews which include a review of supervisor performance at a minimum annually and/or in compliance with personnel policies. PA.7.F-C.a | Develop and complete staff <i>evaluations</i> that reflect staff's ability to follow all program policies and procedures and demonstrate work force <i>competencies</i> . PA.7.F-P.a | Promote and implement a <i>developmentally appropriate</i> and <i>evidence-based best practice</i> method for staff performance <i>evaluation</i> . PA.7.F-A |
| | | | Demonstrate <i>confidentiality</i> and <i>privacy</i> in the supervision and <i>evaluation</i> of staff and colleagues. PA.7.F-C.b | Communicate with stakeholders (i.e., board member, owners, etc.) in the development, planning, selection or creation and use of the director's <i>assessment</i> . PA.7.F-P.b | |
| | | | | Ensure that <i>evaluation</i> tools assess and document performance based on clearly defined job descriptions, expectations, and direct <i>observation</i> while incorporating input from families and other staff as appropriate. PA.7.F-P.c | |
| | | | | Ensure that performance <i>evaluation</i> plans include self- <i>assessment</i> and reflection. PA.7.F-P.d | |
| | | | | Maintain the <i>confidentiality</i> of personnel files. PA.7.F-P.e | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 7. <i>Human Resources Management</i> G. Communication | | | Ensure that internal communication (i.e., memos, notices, e-mail messages) are timely and accurate. PA.7.G-C.a | Implement multiple systems and strategies to enable effective communication among staff and colleagues. PA.7.G-P.a | Implement <i>evidence-based best practice</i> to address systemic barriers which hinder effective communication in child and youth care settings. PA.7.G-A |
| | | | Model positive, development-ally-appropriate communication with <i>all children and youth</i> , families, and colleagues, maintaining transparency and accountability in interactions and meeting diverse language and literacy abilities. PA.7.G-C.b | Provide <i>professional development</i> focused on effective communication between colleagues. PA.7.G-P.b | |
| | | | | Demonstrate effective communication to meet the diverse language and literacy abilities of staff and colleagues. PA.7.G-P.c | |



PROGRAM ADMINISTRATION

| Core of Knowledge | Novice | Intermediate | Competent | Proficient | Advanced |
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| 8. Technology | | | Enrich activities and the curriculum with technology and technology-based resources. PA.8-C.a | Develop program policies regarding the appropriate use of technology for documentation of children and youth’s learning and <i>assessments</i> , planning, communicating with families, and keeping records, if applicable. PA.8-P.a | Analyze, evaluate, articulate, and apply <i>evidence-based best practices</i> regarding the use of technology for recordkeeping, curriculum, marketing, and staffing. PA.8-A |
| | | | Use technology for documentation of children or youth’s learning and <i>assessments</i> , planning, communicating with families, and keeping records, if applicable. PA.8-C.b | Provide <i>professional development</i> in the appropriate use of technology. PA.8-P.b | |
| | | | Develop technology usage policies for <i>all children and youth</i> and for child and youth care professionals. PA.8-C.c | Develop a plan for acquiring, maintaining, and updating technology. PA.8-P.c | |



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GLOSSARY

Terms defined in this glossary appear in *italics* throughout the text.

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| 504 | Federal civil right law designed to protect individuals from discrimination on the basis of disability. All children can receive an appropriate education and opportunities comparable to that provided to children without disabilities. Children can receive services under Section 504 even if they are not provided any special education. |
| abstract | Relating to general ideas, themes, or concepts rather than specific materials, people, or projects. |
| accommodations | Changes, typically physical or environmental, that help a child or youth overcome or work around a disability. The changes affect <i>how</i> a child/youth works within the general education curriculum. |
| active learning | An educational process where students become vigorously engaged in learning the material being taught rather than passively absorbing information. For example, in a lesson about nutrition, instead of merely listening to a teacher talk about good food choices, students actively sample healthy foods. |
| adaptations | Changes in the educational environment with allow a child or youth equal opportunity to obtain access, results, benefits, and levels of achievement. Adaptations consist of both <i>accommodations</i> and <i>modifications</i> . |
| adolescence | The transitional stage from childhood to adulthood which begins around ages 10 to 12 and concludes roughly between ages 18 to 21. For the purposes of this document, adolescence is considered the period of development that covers children enrolled in grades 6 through 12. |
| advocacy | The influencing of public policies and practices so that they are more responsive to topics facing large numbers of children/youth. Advocacy may take place at program, school, local, state, and/or federal levels where policy makers and agencies call attention to problems and propose solutions. |



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| all children and youth | <p>A phrase used specifically within the <i>Maryland Knowledge and Competency Framework for Child and Youth Care Professionals</i> to refer to ALL children and youth, including those with <i>special needs</i>, special health care needs and/or developmental delays or disabilities; gifted and talented children/youth; and those throughout the range of ethnicities, racial identities, economic levels, family structures, languages, and religious and political beliefs.</p> <p>Care programs should welcome every child and youth, regardless of characteristics or abilities and without stigmatic labels, with the goal of meeting the needs of each child and youth without discrimination or favoritism. (CEC: http://www.cec.sped.org/Policy-and-Advocacy/CEC-Professional-Policies/Special-Education-in-the-Schools)</p> |
| Americans with Disabilities Act (ADA) | Federal law that prohibits discrimination in employment, public services, and <i>accommodations</i> , including child care programs, solely on the basis of disability. |
| anti-bias/cultural responsiveness | A <i>pedagogy</i> that recognizes the importance of including all children’s and families’ cultural references in all aspects of learning. Some of the characteristics of cultural responsiveness are positive perspectives on parents and families; communication of high expectations; learning within the context of anti-bias/cultural responsiveness; child- and youth-centered instruction; reshaping the curriculum; and child and youth care professional as facilitator. |
| approaches to learning | Observable behaviors that reflect the dynamics of learning how to learn on one’s own. Covering a range of attitudes, habits, and learning styles, it is the relationship among thinking, learning, and acting, and it involves the interaction between the learner and the environment. |
| assessment | An instrument or a process for gaining understanding of growth, development, and learning. It includes systematic <i>observations</i> and other formal and informal assessments, the purpose of which is to appreciate an individual’s unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum, program <i>evaluation</i> , assignment of <i>competency</i> levels, certification, and/or degree completion. |
| best practices | Research-based or scientifically-based educational methods or techniques that have proven results for children and youth’s learning and development. |
| Child Find | A component of <i>IDEA</i> , Child Find is a screening program which affirmatively attempts to locate, identify, and evaluate all children with disabilities at no cost to families. Children with delays or disabilities may be eligible for services which are designed to enhance a child’s potential for growth and development and to promote the ability of families to meet the <i>special needs</i> of their children. (http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant_toddlers/about/preschool_services.htm) |



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| coaching | A “relationship-based process led by an expert with specialized and adult learning <i>knowledge</i> and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.” (http://www.naeyc.org/GlossaryTraining_TA.pdf) |
| Code of Maryland Annotated Regulations (COMAR) | The official compilation of all administrative regulations issued by agencies of the State of Maryland. COMAR is available online at http://www.dsd.state.md.us/comar/ |
| community resources | Human and organizational resources within the community, such as, extended family, friends, neighbors, social workers, health care providers, schools, libraries, and social service and government agencies. |
| competency | A skill or ability; the practical application of one’s <i>knowledge</i> ; observable and measurable <i>knowledge</i> . |
| concept development | “How teachers use instructional discussions and activities to promote students’ higher-order thinking skills in contrast to a focus on rote instruction.” (Classroom Assessment Scoring System) |
| concrete | Relating to specific materials, people, and projects rather than general ideas, themes, or qualities. |
| confidentiality | A set of rules or a promise that limits access or places restrictions on certain types of information. Confidential information is personal details from our lives which we may not want to share with others. It can include our address, phone number, birth date, employment history or other personal information. It may also include information about our past or present health and development. Individuals have the right to keep information of this type private. Child and youth care programs routinely handle confidential information about enrolled children/youth, families and staff. When managing sensitive information, it is important for child and youth care directors, administrators and staff to be aware of their ethical and legal responsibility to protect the privacy of individuals and families. |
| continuity of care | The policy of assigning a primary child care professional to an infant or toddler at the time of enrollment in a program and continuing this relationship until the child is at least 3 years old. With continuity of care, the child care professional continually modifies the environment to meet the children’s changing needs, or the entire group moves with the child care professional to another more appropriate space. |



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| core knowledge/ core of knowledge | At the national level, the phrase “core knowledge” is used. However, in Maryland, the phrase “Core of Knowledge” is used. “The Core of Knowledge” is defined as theories and practices that are essential for individuals working with children and youth in family child care homes and child and youth care centers. |
| cultural diversity | A term which presupposes the respect for human rights and refers to a range of peoples or societies with different ethnicities, racial identities, economic classes, family structures, languages, values, spiritual/religious beliefs, and political beliefs living in a geographical region. |
| culturally responsive | See <i>Anti-bias/Cultural responsiveness</i> above. |
| culture | <p>“The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child’s development and relationship to the world.” (NAEYC: http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf)</p> <p>“The sum of a group’s socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.” (CEC: http://www.ccc.sped.org/~media/Files/About%20CEC/New%20Diversity%20Terminology.pdf)</p> |
| developmental screening | A short standardized tool used to identify children who might be at risk for a developmental delay or disability. |
| developmentally appropriate practice (DAP) | A fundamental approach for all who work with children and youth, it is designed to promote optimal learning and development. Its three fundamental considerations include: 1) knowing about child development and learning; 2) knowing what is individually appropriate; and 3) knowing what is culturally important. (NAEYC) |
| differentiated instruction | Differentiated instruction provides children/youth with different avenues to acquiring content, and to process, construct, or make sense of ideas. It may require the development of teaching materials so all children/youth, regardless of differences in ability, can learn effectively. |
| Early Childhood Mental Health Consultation Project | A program which improves the ability of staff, programs and families to prevent, identify, treat, and reduce the impact of social, emotional, and other mental health problems among children birth through 5 years of age. (http://www.marylandpublicschools.org/msde/divisions/child_care/program/ECMH.htm) |



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| emergent curriculum | A child-directed and teacher-facilitated approach to planning curriculum that is based on the child(ren)'s emerging interest and passion at a certain point in time. |
| evaluation | Systematically-gathered information about children, youth, programs, schools, and/or educators that is used to inform decision making and/or monitor growth or achievement of goals and objectives. |
| evidence-based practices | A decision-making process that integrates the best available research evidence with experience and the wisdom and values of families and professionals (i.e., a balance of scientific proof and family and professional experience and values). |
| executive functioning | A set of brain processes that relate to managing oneself and one's resources in order to achieve a goal. Executive functions "pull together our feelings and thinking so that we can reflect, analyze, plan, and evaluate." Executive functions include focus and self control; perspective taking, communicating, making connections, critical thinking, taking on challenges, and self-directed, engaged learning (Galinsky, 2010). |
| facility | Indoor and outdoor spaces dedicated to a child or youth care program. |
| fine arts | Art, such as dance, music, dramatic play/theatre, and visual arts, produced or intended primarily for beauty and/or self-expression rather than utility. |
| high-quality child and youth care | High-quality child and youth care can be defined as: Children and youth in care being safe, physically and emotionally. The environment both indoor and outdoor must be clean and free of hazards, and furniture, equipment, toys and materials must be age appropriate while also allowing for natural and easy supervision. Well trained and caring providers respect each child or youth by valuing their ideas and feelings while showing the same respect for families and co-workers/peers they interact with. Providers listen to and are aware of children and youth's communication both verbal and nonverbal, positively interacting with each child and youth to meet their individual needs. The widespread use of various tools and benchmarks used to measure quality do not have a concrete definition but look at quality in a variety of ways. |
| human resources management | The recruitment, support, development, and retention of highly-qualified child and youth care professionals. It includes management of staffing, overseeing employee compensation and benefits, and defining/designing job descriptions. |



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| inclusion/ inclusionary practices | A practice that embodies the values, policies, and practices that support the right of every child and youth and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society. The desired results of inclusionary practices for children and youth with and without disabilities and their families include a sense of belonging and membership; positive social relationships and friendships; and development and learning to reach their full potential. The defining features of inclusion/inclusionary practices are access, participation, and supports. |
| Individualized Education Program (IEP) | A legal document which provides information about the unique strengths and needs of a child and how to support the child's developmental and educational needs. It provides a free appropriate public education (FAPE) and is a plan for providing special education and related services to a student with a developmental delay or disability. |
| Individualized Family Service Plan (IFSP) | A legal document providing written information about the unique strengths and needs of the child and how to support the child's developmental and educational needs. It provides a free appropriate public education (FAPE) and is a plan for providing early intervention and other services to an eligible child and the child's family. |
| Individuals with Disabilities Education Act (IDEA) | A federal law ensuring services for children with disabilities. IDEA governs how state and public agencies provide early intervention, special education, and related services to deliver "free, appropriate public education." |
| intentional/ intentionality | To act purposefully with a goal in mind and to have a plan for accomplishing it. Intentional care/education means that professionals act with specific goals in mind for the children/youth in their care and set up the environment accordingly. They have a vast understanding of child development and use a wide range of instructional strategies and know which strategies work best to teach which academic or developmental concept. |
| knowledge | The cognizance of truths, facts, and principles gained from experience and/or formal training. |
| learning communities | A group of child/youth care professionals that meets regularly, shares expertise, and works together to improve skills and the performance of children/youth. Learning communities are also called collaborative learning communities and communities of practice. |
| mandated reporter | According to Maryland legal code, a health practitioner, educator, human service worker, or police officer. A mandated reporter must report incidents as soon as they are suspected. This does NOT require proof that abuse or neglect has occurred before reporting. See the State of Maryland Department of Human Resources web site (http://www.dhr.state.md.us/blog/?page_id=3992). |



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| Maryland Infants and Toddlers Program (MITP) | A program which provides a family-centered system of early intervention services for young children with developmental delays and disabilities and their families. |
| media | An instrument for delivering information or data. Examples of media include books and magazines (print) and television and computer applications (electronic). Media education encourages children and youth to ask questions about what they watch, hear, and read. |
| mentoring | A “relationship-based process between colleagues in similar professional roles, with a with a more-experienced individual with adult learning <i>knowledge</i> and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness.” (http://www.naeyc.org/GlossaryTraining_TA.pdf) |
| modifications | Changes typically connected to instruction and <i>assessment</i> . Modifications change <i>what</i> the child is being taught or expected to do. |
| multicultural principles | A set of guidelines that allow for culturally relevant programming that are incorporated into all components and services, reflects the community and staff served, and enables children/youth to develop an awareness of, respect for, and appreciation of individual cultural differences. |
| observation | A process used by child and youth care professionals to watch, listen to, and record children and youth’s actions, facial expressions, body language, sounds, words, and gestures. Observations can be for a specific purpose (e.g., to identify what is known about a subject) or open-ended (e.g., to share information with a family member at the end of the day). When examined over time, observation recordings (e.g., notes, audiotapes, photographs, etc.) can document progress. |
| passive screen time | The viewing or use of anything with a screen, such as TV, DVDs, video games, computers, and smart phones, in a manner that is sedentary and/or involves passively receiving screen-based information. |
| pedagogy/ pedagogical | The theory or practice of teaching. |
| people-first language | The use of a person following by the condition, emphasizing the individual rather than the diagnosis (e.g., “girl with visual impairment” rather than “visually-impaired girl”). It is used to speak appropriately and respectfully about a person with a disability. |



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| play | Spontaneous activity, easy to identify but difficult to define, which is characterized by positive value by the player, self-motivation, free choice, and engagement. Play may exist in many types: symbolic, socio-dramatic, functional, and games with rules. |
| positive attitude | Attitude is the manner, disposition, feeling, position, etc., with regard to a person or thing. Position or posture of the body can send a message of emotion or an expression of action. Positive attitude can be defined as a disposition of optimism and encouragement. A person with a positive attitude holds the belief that the outcome of all of life's situations will be ideal for everyone involved. Positive attitude brings optimism and motivates towards success. |
| professional development | A continuum of learning and support activities, including education, training, and technical assistance. It is designed to prepare and grow individuals to work with and on behalf of children/youth and their families. |
| professional development system | A coordinated structure which provides strong, focused support for the creation and continuous development of professionals. |
| professional integrity | A professional is one who consistently and willingly applies the <i>knowledge</i> , skills, values, and code of ethics of a chosen profession and consistently acts in accordance with social standards or moral values of society. |
| prosocial | Behaviors and skills which are voluntary actions and abilities intended to benefit others. Behaviors and skills that are forced cannot be considered prosocial. Prosocial behavior, however, is often accompanied with psychological and social benefits for its performer. Typical examples include: sharing, volunteering, and helping and supporting others. |
| receptive | An attitude and approach in which child and youth care professionals are open and willing to learn from families and to hear ideas, opinions, and concerns from families. |
| responsive/ responsiveness | An attitude and approach in which child and youth care professionals are available to families and react easily and readily to their interests and needs. |
| respectful | An attitude and approach in which child and youth care professionals are professional and polite, and behave in a way that shows regard for children/youth and families. |
| screening | A short standardized tool used to identify areas of concern regarding children. Examples include <i>developmental screenings</i> , health screenings, and literacy screenings. |



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| self-regulation | A child or youth’s ability to gain control of bodily functions, manage emotions, and maintain focus and attention. |
| special needs | The unique or out-of-the-ordinary concerns created by medical, physical, mental, and/or developmental delay or disability. To meet the concerns, additional services are usually necessary to help in one or more of the following areas: thinking, communication, movement, self-care, and personal interactions. The needs may be served through an <i>Individualized Family Service Plan (IFSP)</i> , an <i>Individualized Education Program (IEP)</i> , or a <i>504</i> . |
| Universal Design for Learning (UDL) | “A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and <i>assessments</i> that work for everyone--not a single one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” See the National Center on Universal Design for Learning at http://www.udlcenter.org/aboutudl/whatisudl |
| world languages | Languages other than English. Examples of world languages taught in Maryland are Arabic, Chinese, French, Russian, and Spanish. The fundamental purpose of Maryland world language instruction is to enable students to communicate in a new language in a culturally appropriate way. The linguistic and cultural insights that come from world language study are essential for citizens in the global community and marketplace. |



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| Professional Resources | Description |
|---|--|
| Afterschool Alliance http://www.afterschoolalliance.org/ | A nonprofit organization working to ensure that all children have access to affordable, quality afterschool programs. |
| Alliance for Family, Friend and Neighbor Child Care (AFFNCC) http://www.familyfriendandneighbor.org/ | A collaboration of family, friend, and neighbor partners with the interest and commitment to serve this population of child care provides through an integrated system of services. |
| American Academy of Pediatrics http://www.aap.org | A professional membership organization of 62,000 primary care pediatricians, pediatric medical subspecialists, and pediatric surgical specialists dedicated to the health, safety, and well-being of infants, children, adolescents, and young adults. |
| Association for Childhood Education International (ACEI) http://www.acei.org/ | A global community of educators and advocates who unite knowledge, experience, and perspectives in order to exchange information, explore innovation, and advocate for children. |
| Association for Early Learning Leaders (formerly known as the National Association of Child Care Professionals) http://www.earlylearningleaders.org/ | A nonprofit organization committed to promoting leadership development and enhancing program quality through the National Accreditation Commission's standards. They promote networking and collaboration; provide training and education; promote program quality and accreditation and provide access to professional resources. |
| Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/ | A national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. |
| Council for Exceptional Children (CEC) http://www.cec.sped.org/ | The largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. |



| Professional Resources | Description |
|---|--|
| Head Start http://www.acf.hhs.gov/programs/ohs | A federal program that promotes school readiness of children under age 5 from low-income families through education, health, social, and other services. |
| Healthy Beginnings http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/healthy_beginnings_book_2015-updated-final.pdf | A Maryland resource to help child care professionals working with infants and toddlers from birth through age three. It provides knowledge and support around child care and child development. The Activity Planner provides fun, developmentally appropriate activities that build young children’s skills and promote learning. |
| Maryland Child Care Resource Network http://www.marylandfamilynetwork.org | Every community in Maryland is served by one of twelve regional child care resource and referral centers (CCR&Rs). Together, these CCR&Rs make up the Maryland Child Care Resource Network, which provides leadership and services designed to improve the quality, availability, and affordability of child care in communities across the state. This innovative public-private partnership was initiated in 1989 and is administered by Maryland Family Network under a contract with the Maryland State Department of Education. |
| Maryland Coalition for Gifted and Talented Education (MCGATE) http://mcgate.org/ | A nonprofit state affiliate of the National Association for Gifted Children, MCGATE’s mission is to ensure that the academic, social, and emotional needs of all children having special gifts and talents are met. |
| Maryland Department of Education http://marylandpublicschools.org | The government agency responsible for education in the State of Maryland. |
| Maryland Department of Education, Early Childhood Development Division http://earlychildhood.marylandpublicschools.org | The government agency responsible for early care and education in Maryland. The main mission of the Division is to improve early education in Maryland so that young children are well prepared for school. The Division is composed of the Office of Child Care (comprised of four branches: Licensing, Credentialing, Child Care Subsidy, and Maryland EXCELS), the Early Learning Branch, and the Collaboration and Program Improvement Branch. |
| Maryland Educators of Gifted Students (MEGS) http://www.megsonline.net/ | An organization of educators collaborating to enhance curriculum, instruction, and achievement for all students by combining efforts to provide educators with professional development, conferences, and networking opportunities. |



| Professional Resources | Description |
|---|---|
| Maryland Family Network http://marylandfamilynetwork.org/ | An organization that works with families, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children. |
| Maryland Out of School Time Network (MOST) http://www.mdoutofschooltime.org/ | A statewide youth development organization, dedicated to more and better opportunities in the out of school hours for all of Maryland's young people. MOST is one of 47 statewide afterschool networks made possible by the generous support of the Charles Stewart Mott Foundation and local matching investment. |
| National Academy of Sciences http://www.nationalacademies.org/ | A private, nonprofit institution that provides expert advice on some of the most pressing challenges facing the nation and the world, helping to shape sound policies, inform public opinion, and advance the pursuit of science. |
| National AfterSchool Association (NAA) http://naaweb.org/ | An association of professionals who foster development, provide education, and encourage advocacy for the out-of-school-time community. |
| National Association for Gifted Children (NAGC) http://www.nagc.org/ | An association to train teachers, encourage parents, and educate administrators and policy makers on how to develop and support gifted children. |
| National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/ | The world's largest organization working on behalf of young children. Their three broad goals are: <ul style="list-style-type: none"> • Improving professional practice and working conditions in early childhood education. • Supporting early childhood programs by working to achieve a high-quality system of early childhood education. • Building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children. |
| National Association for Family Child Care (NAFCC) http://www.nafcc.org/ | A non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care. |



| Professional Resources | Description |
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| National Center for Research on Early Childhood Education (NCRECE) https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/national-center-research-early-childhood-education | A cross-university partnership (including University of Virginia, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, and University of California at Los Angeles) that focuses on conducting research, disseminating research findings, and carrying out leadership activities aimed at improving the quality of early childhood education across the United States. |
| National Child Care Information and Technical Assistance Center (NCCIC) https://www.icf.com/resources/projects/social-programs/national-child-care-information-center-nccic | A national resource that links information and people to complement, enhance, and promote the child care delivery system, working to ensure that all children and families have access to high-quality comprehensive services. It is a project of the Child Care Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS). |
| National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/ | The public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research. |
| National Head Start Association (NHSA) http://www.nhsa.org/ | A not-for-profit organization whose mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education. |
| Pacer Center for Children with Disabilities http://www.pacer.org/ | A parent-created organization whose mission is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families. Working in coalition with 18 disability organizations, it provides assistance to individual families, workshops, materials for families and professionals, and leadership in securing a free and appropriate public education for all children. |
| Society of Health and Physical Educators http://www.shapeamerica.org/ | An organization providing an extensive range of guidelines, standards, professional development opportunities, and cutting-edge resources to help classrooms, institutions, and communities. |
| United States Department of Education http://www.ed.gov/ | The federal government agency responsible for education in the United States. |
| Zero to Three http://www.zerotothree.org/ | A national nonprofit organization that provides families, professionals and policymakers the knowledge and the know-how to nurture early development. |



| Curriculum Resources | Description |
|---|---|
| Anti-Bias Curriculum: Tools for Empowering Young Children https://www.naeyc.org/resources/pubs/yc/nov2017/roc-king-and-rolling | A book full of suggestions for helping staff and children respect each other as individuals and confronting, transcending, and eliminating barriers based on race, culture, gender, or ability. |
| Anti-Bias Education for Young Children and Ourselves https://www.naeyc.org/resources/topics/anti-bias-education/overview | A book of practical guidance for confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity. It offers tips for helping staff and children respect each other, themselves, and all people. |
| Creative Curriculum http://www.teachingstrategies.com/ | Comprehensive, research-based, and research-proven curriculum resources that help preschool teachers and infants, toddlers and twos caregivers to be their most effective, while still honoring their creativity and respecting their critical role in making learning exciting and relevant for every child. |
| Developmental Interaction Approach http://www.bnkst.edu/ | An educational approach that uses theory (developmental psychology) to inform practice and practice to inform theory, addressing the ways in which cognition and emotion are always interconnected in any teaching situation. |
| The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit | Maryland's Early Childhood Family Engagement Framework is designed to support intentional thinking and action regarding the implementation of family engagement policies and practices both at the state level and among early care and education providers who serve young children, including children from low-income families, children with disabilities and special health needs, and dual language learners. The Framework should be used by service providers to assess current family engagement activities and promote policies and practices that support families. More specifically, the purpose of this document is to: <ol style="list-style-type: none"> 1. Recognize the importance of family engagements as a core component of early care and education; 2. Put forth a set of common goals for family engagement across the early childhood system and within individual early care and education providers; and 3. Offer family engagement strategies for early care and education and family service providers and identify resources that support the implementation of those strategies. |

| Curriculum Resources | Description |
|---|--|
| HighScope Educational Research Foundation http://www.highscope.org/ | An independent, nonprofit organization which develops curricula; trains teachers, caregivers, administrators, curriculum specialist, and teacher educators; conducts research in education; supports programs and policies that benefit children; and publishes educational materials. |
| Maryland's College and Career-Ready Standards http://mdk12.org/instruction/commoncore/ | These rigorous education standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. The standards are research- and evidence-based and internationally benchmarked. They have been voluntarily adopted by a total of 45 states and the District of Columbia. Maryland calls these standards the Maryland College and Career-Ready Standards. Maryland also added Pre-K standards. |
| International Montessori Association http://www.montessori.org/ | An international nonprofit organization which works worldwide to help Montessori schools to educate children in a spirit of partnership and peace, to inspire a sense of wonder, and to nurture children's curiosity, creativity, and imagination. |
| National Center on Universal Design for Learning http://www.udlcenter.org/ | A set of principles for curriculum development (Universal Design for Learning) that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. |
| Project Approach http://www.projectapproach.org/ | An approach which fosters not only academic knowledge and skill sets but also physical, emotional, and social health; children need to be intellectually challenged and supported by caring adults, and they need to be interested and engaged in their school learning. |
| Reggio Emilia http://www.reggioalliance.org/ | A philosophy of early childhood education that originated in Reggio Emilia, Italy, following World War II. The approach to education begins with a particular and strong image of children, of adults, of education, and of life, and flows from a set of guiding principles. |
| Scaffolding Early Learning Program http://www.mcrel.org/products-and-services/services/service-listing/service-43#sthash.bG5obzEp.dpuf | A professional development program that supports early childhood educators' efforts to enhance the early language, literacy, and pre-reading development of preschool children. |



| Curriculum Resources | Description |
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| Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8 http://earlychildhood.marylandpublicschools.org/node/521 | A tool produced by the Maryland State Department of Education to inform and engage educators of young children with evidence-based practices of teaching and learning. |



| Child Screening and Assessment Resources | Description |
|---|--|
| Child Find http://archives.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant_toddlers/about/preschool_services.htm | A component of IDEA, Child Find is a <i>screening</i> program which affirmatively attempts to locate, identify, and evaluate all children with disabilities at no cost to families. Children with delays or disabilities may be eligible for services which are designed to enhance a child’s potential for growth and development and to promote the ability of families to meet the <i>special needs</i> of their children. |
| Child Observation Record (COR) (COR Advantage; Online COR; Infant-Toddler COR; and Preschool COR) Ypsilanti, MI: HighScope | Research-validated, authentic child assessment tools designed to look at meaningful educational outcomes; gather information in ways that are natural and comfortable for children and adults; and provide accurate data that can be used for individual child planning and policy-level decision making. |
| Early Childhood Mental Health Consultation Project http://earlychildhood.marylandpublicschools.org/early-childhood-mental-health | A program which improves the ability of staff, programs and families to prevent, identify, treat, and reduce the impact of social, emotional, and other mental health problems among children birth through 5 years of age. |
| Early Learning Assessment (ELA) | Maryland’s Early Learning Assessment is based on research-supported Learning Progressions that are aligned to seven domains of school readiness: Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and Fine Arts. The Learning Progressions define the pathway of knowledge and skills that children typically develop between the ages of 36 months and 72 months. The Early Learning Assessment is designed to be used multiple times throughout the school year and to equip teachers and caregivers with tools to track individual children’s learning trajectories, individualize learning opportunities, plan for intervention, engage in real-time curriculum planning, and ensure that all children are on the path for kindergarten readiness and beyond. |
| Kindergarten Readiness Assessment (KRA) | One component of the broader R4K system in Maryland, the KRA is an assessment that allows teachers to ensure each child’s kindergarten readiness across six domains: Social Foundations, Mathematics, Science, Social Studies, Language and Literacy, and Physical Well-being and Motor Development. Teachers will administer the KRA to all the children in their kindergarten classroom from the first day of school through November 1 st . |



| Child Screening and Assessment Resources | Description |
|---|---|
| Maryland Model for School Readiness (MMSR) http://earlychildhood.marylandpublicschools.org/node/520 | An assessment and instructional system designed to provide families, teachers, and early childhood provides with a common understanding of what children know and are able to do upon entering school. |
| The Ounce Scale San Antonio, TX: Pearson Early Learning | A developmentally appropriate observational assessment for infants' and toddlers' growth, accomplishments, areas of difficulty, and temperament. |
| PALST [™] Phonological Awareness Literacy Screening Charlottesville, VA: PALS Marketplace | A research-based phonological awareness and literacy screening that measures developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. |
| Peabody Picture Vocabulary Test (PPVT) San Antonio, TX: Pearson Early Learning | A vocabulary assessment which measures an individual's receptive (hearing) vocabulary for Standard American English and provides a quick estimate of verbal ability or scholastic aptitude. |
| Teaching Strategies GOLD [™] Birth through Kindergarten Washington, DC: Teaching Strategies | An assessment tool based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. |
| The Work Sampling System San Antonio, TX: Pearson Early Learning | A tool for collecting children's work, grades PreK-3, and comparing it to grade-specific guidelines covering seven major curriculum areas: personal and social development; language and literacy; mathematical thinking; scientific thinking; social studies; the arts; and physical development, health and safety. |



| Program Assessment Resources | Description |
|---|---|
| Arnett Caregiver Interaction Scale Princeton, NJ: Educational Testing Service | Twenty-six items that measure the emotional tone, discipline style, and responsiveness of the caregiver in the classroom. |
| Assessment of Practices in Early Elementary Classrooms (APPEC) New York, NY: Teachers College Press | A measurement scale designed to evaluate the use of developmentally-appropriate practices in the early elementary classroom (K-3). |
| Business Administration Scale for Family Child Care (BAS) New York, NY: Teachers College Press | An instrument for measuring and improving the overall quality of business and professional practices in family child care settings. |
| Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3 rd Ed. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association | A publication of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education which contains updated guidelines on the development and evaluation of the health and safety of children in all types of early care and education settings. It covers health promotion, nutrition and food service, infectious diseases, program activities for health development, and more. |
| Classroom Assessment Scoring System (CLASS) Baltimore, MD: Paul H. Brookes Publishing Company | An observational instrument designed to assess classroom quality in PK-12 classroom. It describes multiple dimensions of teaching that are linked to student achievement and development. |
| Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R, SACERS) New York, NY: Teachers College Press | Scales designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, families, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment. |
| Early Language and Literacy Classroom Observations (ELLCO) Baltimore, MD: Paul H. Brookes Publishing Company | An instrument used to identify the practices and environmental supports that nourish children's literacy and language development. |



| Program Assessment Resources | Description |
|---|--|
| Preschool Program Quality Assessment (PQA) Ypsilanti, MI; High/Scope Press | A rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. |
| Program Administration Scale (PAS) New York, NY: Teachers College Press | An instrument designed to measure the leadership and management practices of early childhood programs. |
| WestEd Teach for Success (T4S) https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/ | A focused, collaborative, research-based framework and process that improves classroom instruction, K-12, and student achievement. |



| Quality Improvement and Accreditation Resources | Description |
|--|---|
| * Recognized by the Maryland State Department of Education Accreditation Project * Advance Education, Inc. (AdvED) http://www.advanc-ed.org/ | A non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. |
| * American Montessori Internationale/USA (AMI/USA) http://ami-global.org/ | An organization dedicated to supporting the natural development of the human being from birth to maturity, enabling children to become the transforming elements of society, leading to a harmonious and peaceful world. It is the custodian and cultivator of Montessori philosophy and pedagogy. |
| * American Montessori Society (AMS) http://www.amshq.org/ | An information center for its members, the media, and the public; a voice in the public policy arena; and a mobilizing force for the global Montessori community, through support services, research, and professional development events. |
| * Association of Independent Maryland Schools (AIMS) http://www.aimsmddc.org/ | An association of about 120 independent schools in Maryland and the District of Columbia. The AIMS accreditation process holds member schools accountable to standards and supports their ongoing efforts to strengthen their curricula and pedagogy. |
| * Association of Waldorf Schools of North America (AWSNA) https://waldorfeducation.org/ | A nonprofit membership organization of independent Waldorf Schools and Institutes in Canada, the United States, and Mexico. The Association was founded in 1968 to assist schools and institutes in working together to strengthen and nurture Waldorf Education and to advance Waldorf principles. |
| Association for Christian Schools International http://www.acsi.org/ | The largest Protestant educational organization in the world. It provides support functions for Christian schools, including teacher and administrator certification, school accreditation, legal/legislative help, and curriculum publishing. |
| Association for Early Learning Leaders http://www.naccp.org/ | A nonprofit organization (formerly the National Association of Child Care Professionals) committed to excellence by promoting leadership development and enhancing program quality through the National Accreditation Commission's standards. |



| Quality Improvement and Accreditation Resources | Description |
|--|--|
| <p>* Recognized by the Maryland State Department of Education Accreditation Project</p> | |
| <p>* Council on Accreditation – Child and Youth Development Program Accreditation (COA/CYD) http://coanet.org/</p> | <p>The accreditation of services for early childhood education (ECE), after school (ASP, SAC & OST), and youth development (YD) programs which involves the review of the program’s services and administrative operations.</p> |
| <p>* Maryland State Department of Education (MSDE) Accreditation Project http://earlychildhood.marylandpublicschools.org/child-care-providers/maryland-excels/maryland-accreditation</p> | <p>Public and non-public early childhood and school-age programs in Maryland have the choice of pursuing national, regional, or State accreditation. The Credentialing Branch of the Maryland State Department of Education, Division of Early Childhood Development oversees the Early Childhood Accreditation Project. The Credentialing Branch helps coordinate the accreditation application process for early care and education programs and provides support and technical assistance to programs considering the accreditation process.</p> |
| <p>* Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools (MSA-CESS) http://www.msa-cess.org</p> | <p>An accreditation association for preK-12 public, private, parochial, charter, non-degree granting career and technical post-secondary institutions, special purpose schools, supplementary education centers, learning services providers, and distance education institutions.</p> |
| <p>* National Accreditation Commission (NAC) http://www.earlylearningleaders.org/</p> | <p>A nonprofit organization that has been serving directors, owners and administrators of early care and education programs since 1984. It is committed to excellence in the field of early care and education by promoting leadership development and enhancing program quality by strengthening the knowledge, skills and abilities of directors, owners, emerging leaders and other early learning professionals to ensure quality programs for young children.</p> |
| <p>* National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/</p> | <p>The world’s largest organization working on behalf of young children. Their three broad goals are:</p> <ul style="list-style-type: none"> • Improving professional practice and working conditions in early childhood education. • Supporting early childhood programs by working to achieve a high-quality system of early childhood education. • Building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children. |



| <p>Quality Improvement and Accreditation Resources</p> <p>* Recognized by the Maryland State Department of Education Accreditation Project</p> | <p>Description</p> |
|--|---|
| <p>* National Association for Family Child Care (NAFCC) http://nafcc.org/index.php?option=com_content&view=article&id=70&Itemid=376</p> | <p>An organization which grants accreditation based on an examination of all aspects of the family child care program (i.e., relationships, the environment, developmental learning activities, safety and health, and professional and business practices). There are over 2100 NAFCC Accredited providers throughout the United States and in other locations worldwide where military family child care professionals operate.</p> |
| <p>* National Early Childhood Program Accreditation (NECPA) http://www.necpa.net/</p> | <p>An early childhood program accreditation agency established in 1991. Its goal is to encourage quality and recognize excellence in early childhood programs throughout the United States and other countries, remaining focused on the interests of children by promoting benchmarks for high quality standards throughout the early care and education profession.</p> |

